

**Factors Affecting Teaching Pronunciation at Tertiary Level:
A Case Study**

Samira Osmany

**Thesis Submitted in Partial Fulfillment of the Requirement for the
Degree of Masters of Arts in English Language Teaching (ELT)**

**Department of English
School of Liberal Arts and Social Sciences
East West University**

April, 2017

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Supervisor:

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To Ammu and Abbu

ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: Samira Osmany

Student ID: 2014-3-92-001

Name of Degree: Master of Arts in English Language Teaching (M.A in ELT)

Title of Thesis: Factors Affecting Teaching English Pronunciation at Tertiary Level: A Case Study

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Abstract

Gilakjani (2012) stated that one of the key requirements for language learning is to teach intelligible pronunciation to the language learners. Importance of pronunciation cannot be denied as receptive and productive skills like listening and speaking heavily depend on intelligible pronunciation (Moniruzzaman, 2008). However, pronunciation hardly receives adequate importance in teaching and learning English at any level in Bangladesh (Moniruzzaman, 2008). Teaching pronunciation is considered as a very challenging job by many EFL teachers of Bangladesh which lead to neglecting teaching pronunciation (Khan, 2007). Therefore, this study aims to find out the factors which are affecting teaching pronunciation at tertiary level.

This study is mainly qualitative in nature and the data was collected through triangulation process. As it is a case study therefore only one private university has been chosen for data collection. The data for this study was collected in both formal and informal settings, from 10 teachers out of 31 teachers and 72 students from a total of 300 students, through interview and class observation. The data were collected from the teachers who are teaching ENG 100 course (Improving Oral Communication Skills) in this running semester Fall-2016 were interviewed and the students who are doing this course this semester were selected for focused group interview. The balanced approach and triangulation approach were used to analyze the data. Based on the findings it seems that teaching pronunciation is not properly emphasized yet. In the basis of findings the major difficulties faced by the teachers have been identified which are: lack of time, lack of training, lack of students' interest and students' mother tongue interference. It has also been found that some teachers also face some difficulties to teach pronunciation as all the teachers are not from ELT

background. Another problem was found that few teachers are not following the standard IPA chart for teaching pronunciation rather they are just teaching what seem mutual intelligible to them.

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CHAPTER I

RATIONALE

1.1 Introduction

In this modern era of globalization English is the most powerful medium of communication in the world (Hoque, 2010). The importance of English is undeniable from both national and international aspects (Haque, 2010). Like many other EFL and ESL countries, the inclusion of English language in the official education system of Bangladesh has been done for an ages. However, Bangladeshi learners average communicative competency level is not yet up to the standard, despite the fact that Bangladeshi students' learning of English language starts at the very first stage of their education, which is a consequence of negligence of teaching pronunciation at every level of education in Bangladesh (Tahereen, 2015). Because of this negligence the EFL teachers of Bangladesh face many difficulties to teach English pronunciation (Tahereen, 2015). The main challenge faced by the EFL teachers is the time constrains, because of this lack of time the teachers sometimes unable to teach pronunciation even if they intend to (Tahereen, 2015). According to Tahereen (2015) interference of native language is another challenge faced by the teachers; because of L1 interference students sometimes become confused with the basic sounds of English and Bangle. Less emphasis on oral skills and little exposure to English are some other major challenges faced by the teachers, as in Bangladesh, English language is primarily viewed as a subject and not as a language and therefore oral skills are always being avoided at every level of education therefore it becomes difficult for the teacher to teach pronunciation as the students have very little exposure to it (Tahereen, 2015).

Because of these challenges the EFL teachers of Bangladesh become more reluctant to teach pronunciation (Tahereen, 2015). This study mainly focuses on the challenges teachers face while teaching pronunciation at tertiary level. As after this level the students will start their career where good command on English is highly recommended. At the time of job interview good command in English is highly recommended. Students with poor English pronunciation may fail to get a good job even if they had a good qualification. Therefore, this study mainly focuses on the tertiary level.

This study mainly focuses on the private universities as private universities are getting equal importance as public universities at present time (Islam & Salma, 2016). At present there are 132 universities in Bangladesh of which 95 are private universities and 37 are public universities (Islam & Salma, 2016). For this study only private universities are focused as English plays very important role being the institutions' primary medium of instruction. In most private universities' tertiary level, some fundamental English courses are offered to improve students speaking and listening skills, and English pronunciation practice seems to get inadequate attention in both teaching and learning. Therefore, this paper's objective is to investigate the present condition of teaching pronunciation and the factors affecting teaching pronunciation at tertiary level in private universities through a case study.

1.2 Problem Statement

Pronunciation is an inseparable part of language. The comprehensibility and intelligibility of the spoken language is highly dependent on its pronunciation (Morley, 1991). Gilakjani (2012)

focuses on the point that pronunciation is the most significant among all the other sub-skills of English. Despite pronunciation being the most integral element of oral communication and communicative competence, this sub-skill of English has always been neglected in Bangladesh (Moniruzzaman, 2008; Hoque, 2010; Tahereen, 2015). In this regard Moniruzzaman (2008) states that pronunciation hardly receives sufficient importance in teaching and learning English at the primary, secondary and tertiary levels in Bangladesh.

The EFL teachers of Bangladesh in some cases tend to be unwilling to teach pronunciation (Khan, 2007). Khan (2007) mentions that most of the EFL teachers of Bangladesh do not know what strategies are appropriate to teach pronunciation; as a result, they face difficulties to teach pronunciation. The major reason behind the challenge of teaching pronunciation is the correlated sub-skills of pronunciation like listening and speaking also get very little emphasis in the syllabus and curriculum (Howlader, 2010). Speaking, listening and pronunciation skills are considered as the “Marginalized English Language Skills” as these skills are always being neglected and overlooked in the education system of Bangladesh (Haque & Baki, 2012).

In the education system of Bangladesh very little emphasis is given on testing students’ oral skills. All the public examinations like, Junior School Certificate (JSC), Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) mostly evaluate reading and writing skills and do not have any criterion to measure oral skills (Hoque, 2010). Therefore, the correlated skill of these oral skills pronunciation is also not being tested and as a result do not get enough emphasis. Consequently, teachers at tertiary level face difficulty to teach these students

with no prior exposure of self-practicing to speak and listen inside and outside of the classroom (Tahereen, 2015). As teaching pronunciation is neglected at the primary and secondary level, therefore for the tertiary level teachers it becomes very difficult to teach this skill from the beginning (Tahereen, 2015).

Since Bangladeshi learners' average communicative competency in English is not up to the standard, exchange of words in English rarely happens even after studying English as a compulsory subject for twelve years (Imam, Ropum & Arif, 2013). The unwillingness of the EFL teachers to teach pronunciation might be considered as one of the main reasons of students' failure to achieve the communicative competence in English (Hoque, 2010). The challenges faced by the EFL teachers are the main reason behind this unwillingness to teach pronunciation (Tahereen, 2015).

Therefore, this study aims to find out what are the main challenges faced by the teachers while teaching English pronunciation in an EFL country like Bangladesh, especially at tertiary level.

1.3 Purpose Statement

The aim of this research is to explore the main factors affecting the teaching of pronunciation at tertiary level. This study will also find out to what extent English pronunciation is taught at tertiary level in private universities. This study would also try to explore the major reasons working behind the negligence of teaching pronunciation. Moreover, this study want to create a

field for this topic as it is highly neglected in Bangladesh and hardly any research has been done on this topic.

1.4 Central Research Questions

This paper addresses the following central research questions:

1. What are the difficulties faced by the teachers while teaching English pronunciation at tertiary level in private universities?
2. To what extent is English pronunciation taught at the tertiary level in private universities?
3. What are the reasons working behind the negligence of teaching pronunciation at the tertiary level in private universities?

1.5 Significance of the Study

Till now, a huge number of researches have been conducted on various aspects of ELT, particularly in the field of four basic skills of English (see Abedin, Majlish & Akter, 2009; Afrin, 2011; Afrin, 2016; Akter, 2008; Alam & Sinha, 2009; Hossain, 2015; Islam, 2004; Khan, 2007). But surprisingly very few researches have been conducted on teaching English pronunciation. In this respect the present study is significant. This study will also be theoretically beneficial as the findings would strengthen the existing literature in this field (see Haque & Baki, 2012; Hoque, 2010; Howalader, 2010; Maniruzzaman, 2008, Tahereen, 2015). This study will help the students, teachers, policy makers, curriculum developers and the material designers. Furthermore, this study concentrates on the issue of English pronunciation

teaching at tertiary level in private universities. It is anticipated that this study would be integral in playing a positive role and help in the pursuit of improving teaching of English pronunciation at tertiary level by detecting the problems working behind the current situation.

1.6 Delimitation

This study focuses on the tertiary level to discover the students' proficiency level in English pronunciation after twelve years of formal education in English language. This study only focuses on the private universities as the number private university students are radically increasing. At present there are 95 private universities in Bangladesh which are UGC approved (UGC, 2015) (www.ugc.gov.bd). As it is a case study, therefore only one private university has been chosen to conduct this study.

1.7 Limitation

Lack of primary studies in this field is one of the chief obstacles of this research. Though few researches on pronunciation have been done on primary and secondary level in Bangladesh but there is hardly any research conducted on pronunciation at tertiary level especially focusing on private universities. Therefore, for the lacking of primary studies this research mainly focused on secondary studies on this field. However, the best effort will be given to provide all the necessary information for this paper.

1.8 Operational Definitions of the Key Terms

1.8.1 English Language Teaching (ELT)

ELT is a term which is used to refer the use of English by the non native speakers of English who learn and practice the theories of English for their own profit. (Collins, 2017).

1.8.2 English as a Second Language (ESL)

The term ‘English as a second language’ refers to the use of English as an official language in the countries where English is not the primary language and used by the non native English speakers of those countries (Crystal, 2003). English has acquired the status of second language in more than 70 countries such as Ghana, Nigeria, India, Singapore and Vanuatu (Crystal, 2003).

1.8.3 English as a Foreign Language (EFL)

The term ‘English as a foreign language’ refers to the use or study of the English by non-native speakers in countries where English does not typically get used as a medium of communication (Crystal, 2003). The number of EFL countries is over 100, for example, Bangladesh, China, Russia, Germany, Spain, Egypt and Brazil (Crystal, 2003).

1.8.4 Received Pronunciation (RP)

Received Pronunciation term is given to the regional people with neutral British English accent, which is historically derived from the prestigious speech of the court and the public schools (Crystal, 1980). Received Pronunciation (henceforth RP) is known as the standard British English, or so called BBC English or Queen's English. No longer does RP hold the same prestigious social position it once held (Crystal, 1980)

1.8.5 General American (GA)

GA is a term used to indicate to the majority of American English people with an accent which conveys little or no information about the speaker's regional background (Crystal, 1980). The accent is mainly used by radio and television presenters and often referred to as Network English or Network Standard (Crystal, 1980).

1.8.6 CLT

It stands for Communicative Language Teaching. Development of communicative competency of the learner in a target language is the primary goal of CLT. (Richards, 2006).

1.8.7 IPA

IPA stands for International Phonetic Alphabet. IPA is a set of symbols adopted by the International Phonetic Association as a universal system for the transcription of speech sound (Roach, 2001).

Chapter II

LITERATURE REVIEW

2.1 History of Teaching English Pronunciation

The role of pronunciation in language teaching was always been an issue of argument (Howlader, 2010). In the past decades learning pronunciation and teaching was “viewed as meaningless non-communicative drill and exercise gambits” (Morley, 1991). During different time different methods dealt with pronunciation from different perspective (Morley, 1991). In the grammar-translation method pronunciation did not get any importance so rarely taught (Florez, 1998). With the introduction of Audio-Lingual Method during 1950s and 1960s pronunciation become the center of focus (Gilakjani, 2011). This method mainly focuses on activities like minimal pair, drilling, imitation etc. The main objective of this method was to achieve native like proficiency for which pronunciation get maximum attention (Morley, 1991). Pronunciation was highly emphasized during direct method, as this method focuses on native like proficiency (Morley, 1991). During direct method native speaker or native speaker like person used to teach English to help the learners to develop native like fluency (Morley, 1991). As Direct Method mainly emphasize on native like proficiency and Audio Lingual Method also focused on the drilling of sound and word to teach the target language as a result in both of these methods pronunciation received the primary importance (Habib, 2012).

In Communicative Language Teaching all the basic skills including intelligible pronunciation were emphasized to attain communicative competence (Nadir, Krishnasamy & Mello in Habib, 2012). Therefore, it seems that teaching pronunciation of the second/foreign language started

with the beginning of the 20th century and still continues. However, the teaching of pronunciation still seems to be neglected in many ESL/EFL countries.

2.2 Features of English Pronunciation

Pronunciation comprise of the supra-segmental and segmental features. Supra-segmental refers to how speech sounds function at the sentence and discourse level. Supra-segmental aspects of pronunciation are intonation, linking and stress. Jenkins (2002) emphasize that effective communicative competence can be attained if supra-segmental production is prioritized more than segmental. Segmental aspects of pronunciation include individual vowels and consonant sounds, preferably phonemes and syllables (Roach, 2001). Coniam (2002) mentions that studying segmental phonology is more preferable then supra-segmental features as it is relatively easier. Maniruzzaman (2008) points out that teaching of English pronunciation should focus on both the segmental and suprasegmentals and also focus on the exercise of the speech organs, such as lips, teeth, palate, tongue, tongue, vocal folds, and ears and so on. English pronunciation teaching also includes how the voice is projected and the usage of gestures and expressions which is directly related to the technique we use to speak a language (Roach, 2001).

Habib (2012) suggests the numerous features which make up the production of speech sounds in English are illustrated in Figure 2.1

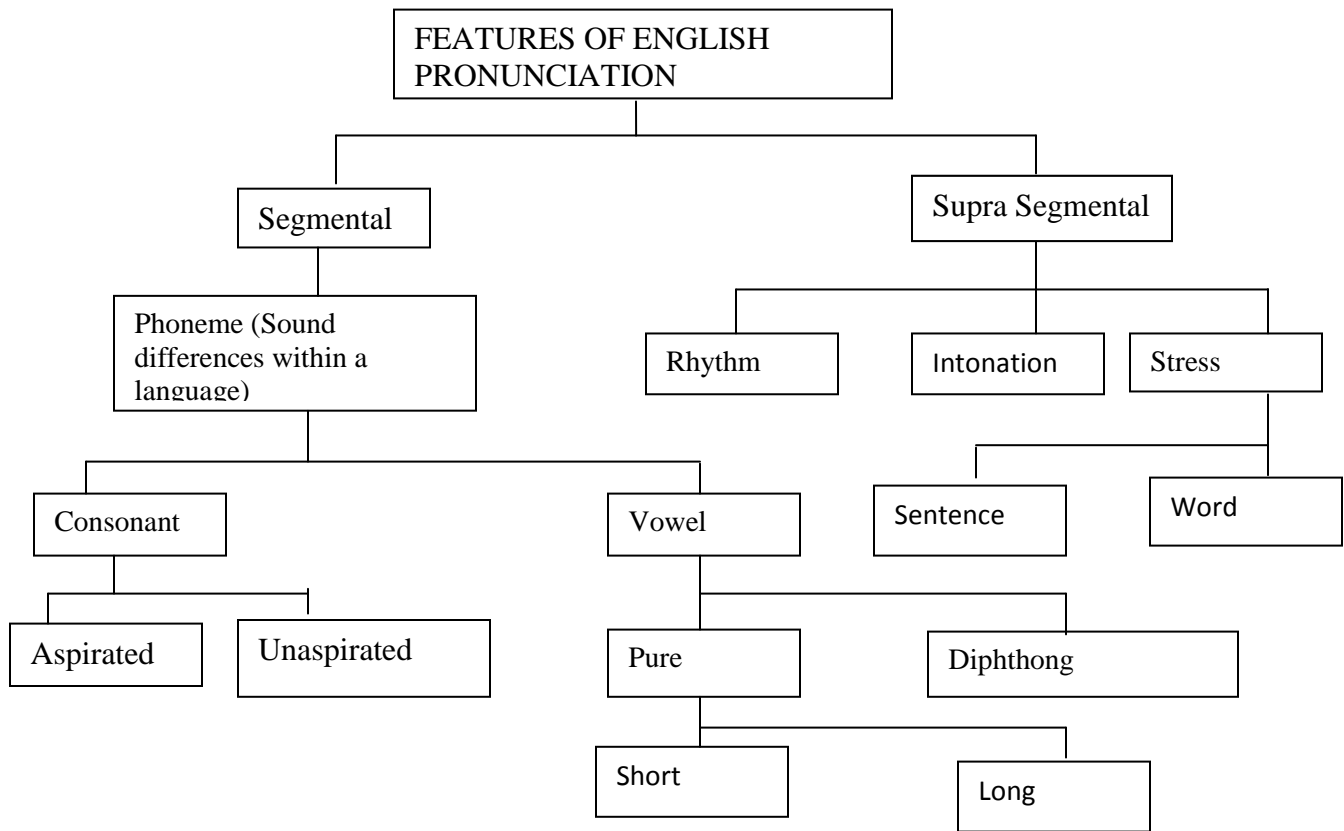


Figure 2.1: Features of English Pronunciation (Habib, 2012, pp. 11-12)

According to Collins and Mees (2003), segmental aspects of English include vowels and consonants at the micro level (in Habib, 2012). Roach (2000) pointed out that there are 20 vowels in English phonetics. English vowel sounds can be short and long. English has 12 vowels including 7 short (ɒ, æ, e, ə, ɪ, i, u, ʊ, and ʌ) and 5 long vowels (ɑ: ɔ: ɜ: ɒ: i: and u:). The combinations of vowels are called diphthongs and English language contains 8 diphthongs (aɪ, aʊ, iə, ɔɪ, eə, eɪ, əʊ, ɪə, ʊʊ, and ʊə) (Roach, 2001). There are 24 consonants in English phonetics, those are b, d, ð, dʒ, ʃ, f, g, h, j, k, l, m, n, ŋ, p, r, s, t, x, tʃ, v, w, z, ʒ, and θ (Roach, 2001). While the vowel sounds are articulated without any obstacle in the vocal track, the consonant sounds are produced with some blockage of the air passage (Sethi & Dhamija, 1997). The sound system

consisting of consonants, vowels and their combinations are called phonemes that when improperly pronounced may change the meaning such as in *hit-heat, lamp-ramp* etc (Habib, 2012).

Roach (2000) categorizes suprasegmentals features of English as stress, linking, intonation, and rhythm. Combination of length and pitch related to syllables in a word is stress while rhythm deals with stressed and unstressed syllables and pauses (in Habib, 2012). Further he illustrates that phonemes which are unavailable in the learner's L1 and challenging to the learners should be given special attention in the teaching materials and methods (Roach 2000). Furthermore, assistance should be given to the learner to retrain his/her speech organs which have trained for so long naturally and used in articulating the sounds in their mother tongue (Maniruzzaman, 2006). In fact, in the context of EIL a foreign language speaker does not seem to require the spoken norms of a native speaker as long as effective communication can take place.

2.3 Education System of Bangladesh

Bangladesh's Education system is being supervised and administrated by two ministries who are the Ministry of Education and the Ministry of Primary and Mass Education Division (Education System Bangladesh, 2012). The education system in Bangladesh includes both formal and non-formal education (Education System Bangladesh, 2012). Both formal and non-formal educations are available in a religious variant (Education System Bangladesh, 2012). Bangladesh's education system can be divided into three main categories: primary, secondary and tertiary. At all level of education, students can select to obtain their education either in Bengali or English (Education System Bangladesh, 2012). The schooling system is divided into two categories

based on the medium of instruction: Bengali medium and English medium (Education System Bangladesh, 2012). According to Ministry of Education (2012) (www.moedu.gov.bd) privately funded schools tend to make use English based mediums while government sponsored school use Bengali medium of study. The Bengali medium schools also divided into two categories: Bengali version and English version.

5 years of formal schooling (grades I-V) is required to complete the primary level education. Primary stage normally begins at 6+ years of age up and continues up to 11 years (Education System Bangladesh, 2012). Primary education is concluded with a public examination leading to the Primary School Certificate (PSC) (Education System Bangladesh, 2012). The secondary level of education lasts 7 years (3+2+2) and comprises three circles: junior secondary (grades VI-VIII), secondary (grades IX-X) and higher secondary education (grades XI-XII) (Education System Bangladesh, 2012). Secondary education includes three public examinations: Junior School Certificate (JSC), Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) (Education System Bangladesh, 2012). The tertiary level of education is designed for the post higher secondary students comprise a 3-year of pass or a 4-year honors course for Bachelor Degree followed by a 2-year and 1-year Master's course for pass graduates and honors graduates, respectively (Education System Bangladesh, 2012).

2.4 History of English Language in Bangladesh

In the Indian subcontinent the use of English commenced through British colonialism about two hundred years ago and holds a very high status (Das, 2009). After the partition between India and

Pakistan in 1947 the standard of English remains the same in Pakistan and was considered as a second language (Das, 2009). During the Pakistan period, as a legacy of British rule, English was a second language in Bangladesh (the then East Pakistan) (Ainy, 2000). With the development of business and communication, the demand of using English rapidly grew and gradually it became the medium of communication in the field of education, administration, and politics and so on (Das, 2009). The language movement for the status of Bangla language infused a strong feeling of linguistic nationalism among Bengalis and despite such a scenario, English retained the same power and position in the field of education, administration and politics in West and East Pakistan from 1947 to 1971 (Das 2009).

After independence, with the birth of Bangladesh in 1971, the official status of English changed to that a foreign language, which seriously affected the teaching and learning of the colonial language (Das, 2009). Because of the government declaration and constitutional recognition, Bangla began to be used in almost every sectors of national life and at the same time, English came to be treated as a foreign language (Rahman, 1999). After the independence of Bangladesh Bangla solely become the medium of instruction (Ara 2009, in Haque & Baki, 2012). In order to popularize Bangla a new law was implemented in 1987 “Bengali Introduction Law” which aim to employ bangle for all government function (Banu & Sussex, 2001, in Haque & Baki, 2012). Consequently English gradually started to lose its position and with the progression of time English merely become a subject rather than language, which was learnt by memorizing in order to pass the exams and secure good grades (Haque & Baki, 2012).

From the history it has been proved that English gradually loses its position as second language and Bangla become the sole medium of instruction after the liberation war of 1971, consequently the practice of English also declined. The use of English, specially confined to reading and writing due to the lack of interaction in English, results in speaking and listening skills to be neglected. Consequently, the significance of pronunciation has also declined.

2.5 English Language Teaching Policy in Bangladesh

Ministry of Educations established an English Language Teaching Task Force in 1976, to evaluate the English Language Teaching (ELT) condition in Bangladesh (Das, 2009). Das 2009 mentions that this Task Force gave the following points for the poor teaching condition of Bangladesh: lack of helpful textbooks, great shortage of qualified teachers of English at all levels of education, big size of the class and defective examination system (in Mumeneen, 2011).

Das (in Mumeneen, 2011) stated that until 1980 English was taught as a mandatory subject in BA Honors and Pass Course, but it discontinued. However, in 1992 Bangladesh Government passed an act to reintroduce English as a compulsory subject for all BA Honors and Pass Course students (Rahman, 1999 in Mumennnen, 2011). The National Committee on Education Policy 1997 proposed four year degree course and one year master's course at tertiary level (Das, 2009 in Habib, 2012). Jahan (2008) argues that after learning English for 13 to 15 years the students of the Bangladesh cannot communicate in English. In this regard Bhattacharjee (2008) states that the recurrent changes in the curriculum and over emphasis on Bangla.

From the English language policy of Bangladesh it has been found that English is not properly emphasized. It has also been found, among the four skills of English reading and writing are

mostly prioritized at every level of education and listening and speaking do not get the proper emphasis, consequently pronunciation is also being neglected (Akter, 2007).

2.6 Pronunciation in EFL & ESL Countries

The teaching and learning of English pronunciation skill is still often overlooked in many EFL/ESL countries all over the world (Wei, 2006). In this regard Fraser (2000) mentions that many ESL/EFL learners face major difficulties with English pronunciation even after a prolonged education in English. The cause behind this negligence is because ample availability of English pronunciation teaching strategies or techniques to the teachers (Jahan, 2008).

In Pakistan pronunciation is given no emphasize in term of teaching and learning English (Howlader, 2010). Arab learners of English encounter problems in pronunciation (Huwari & Mehawesh, 2015). Teaching pronunciation is often neglected by Arabic speaking EFL teachers (Huwari & Mehawesh, 2015). Japanese learners of English also face troubles in English articulation because of the phonological dissimilarities of the languages (Lin, 2014). In Nigeria more emphasis is given to written aspect than spoken aspect as a result pronunciation is being neglected (Egwuogu, 2003). In China a little emphasis is given on pronunciation, an elective course on pronunciation is offered by the universities and colleges (Lin, 2014). According to Lin, Fan and Chen (1995) many teachers from Taiwanese still show resistance to teach pronunciation as they think it is not important at all. In Mexico very little or no emphasis is given on pronunciation (Wei, 2006).

To improve the current condition of teaching pronunciation in EFL/ESL countries, Fraser (2000) suggested that, EFL/ESL teachers have to be supplied with lessons and materials to facilitate them progress their efficiency in teaching pronunciation.

2.7 English Pronunciation Teaching in Bangladesh

Pronunciation is an integral part of language learning as the communicative competency and performance of the learners highly depend on it (Gilakjani, 2011). Despite the fact this skill hardly receives any importance in the planning and execution of English teaching in Bangladesh (Akter, 2007). Teaching pronunciation is being neglected at every level of education in Bangladesh (Moniruzzaman, 2008; Tahereen, 2015). In term of English language teaching (ELT) in Bangladesh among the four skills listening and speaking skills have always been ignored and as a result pronunciation has also being neglected in the process (Tahereen, 2015). In this regard Howlader (2010) argues that pronunciation is also avoided in the curriculum, resources and classroom activities.

2.7.1 Primary Level

About 90,000 primary schools are there in Bangladesh with roughly 17 million students currently registered (Hossain, Nessa & Kafi, 2015). Teachers' population is 264177 and teacher student ratio is 1:56 (Hossain, Nessa & Kafi, 2015). According to Unicef (2002) 84 % primary school teachers are only completed their SSC (Secondary School Certificate) or HSC (Higher Secondary School Certificate) (in Hossain, Nessa & Kafi, 2015).

English is a mandatory subject at the primary level of education in Bangladesh. The goal of teaching English at primary level is to facilitate students to be aware of simple instructions, guidelines and requests in English and carry them out (Hossain, Nessa & Kafi, 2015). However, at primary level, the speaking and listening skills of English are never brought into the limelight and given enough focus (Tahereen, 2015). In term of ELT at primary level little or no room is given to pronunciation as oral skills are not being tested (Sultana, 2013).

2.7.2 Secondary Level

Pronunciation teaching is also neglected in the secondary level (Moniruzzaman, 2008). Even though the current curriculum is based CLT (Communicative Language Teaching) method which's main goal is to improve the communicative competence of the students (Sultana, 2013). In term of ELT at secondary level the main emphasis is always given to the reading and writing skills therefore speaking and listening skills are remaining neglected (Sultana, 2013). In this regard Maniuruzzaman (2008) says that in Bangladesh listening and speaking skills for English language learning are not assessed at all in SSC or HSC or any other public examinations (in Sultana, 2013). As a result, like these two skills pronunciation are also being excluded from ELT at secondary level (Sultana, 2013).

2.7.3 Tertiary Level

At present there are 132 universities in Bangladesh of which 95 are private universities and 37 are public universities (Islam & Salma, 2016). However, until 1992 Bangladesh had only 11

public universities, which failed to accommodate the number of students at tertiary level, consequently lots of students had to go overseas for higher education (see Haque & Baki 2012). During 1992 in a consequence of this circumstance the Private University Act (PUA) was implemented in an aim to establish 56 private universities in the next 17 years (Haque & Baki, 2012).

At the tertiary level very little emphasis is given to teach pronunciation (Sultana, 2013). At the tertiary level in both public and private universities, the English departments offer a course in English phonetics and phonology besides one or two courses are designed to teach speaking and listening (Sultana, 2013). However no courses are designed to teach pronunciation to the students of other departments (Sultana, 2013). In private universities the medium of instruction is English even though pronunciation teaching is being neglected (Akter, 2007). Teaching English pronunciation at the tertiary level become very challenging for the teachers as it was neglected at the previous levels of education (Tahereen, 2015). Consequently, English pronunciation appears to receive inadequate attention in both teaching and learning at tertiary level (Moniruzzaman, 2008).

2.7.3.1 Fundamental Courses

In most of the private universities one or two fundamental courses are offered to teach the basic four skills of English (Majid, 2006 in Aktar, 2011). These courses are entitled by Foundation English or Basic English which is compulsory for students of all departments at the beginning of their studies (Farooqui, 2007 in Aktar, 2011). Farooqui (2007) pointed that some of the private

universities offer separate course which are designed to improve students' speaking and listening skills (in Aktar, 2011). These fundamental courses are mainly designed to teach the improve students' English skills as the medium of teaching is English in the private universities. In private universities the exam system includes written exam, presentation and assignment which all are conduct in English therefore the students require to develop their English skills to fulfill their academic goals.

2.8 CLT and English Pronunciation Teaching in Bangladesh

At this modern era of globalization, the demand of good English language skills: reading, writing, speaking, listening, pronunciation is growing as Bangladesh is becoming a more service oriented society. The government of Bangladesh has also realized the importance of English and therefore introduced the communicative language teaching (CLT) syllabus for teaching at the secondary and higher secondary levels of public education in Bangladesh in the late 1990s and early 2000s (Bashir, 2003, in Haque & Baki, 2012). Introduction of CLT has shifted the focus of language learning from the teacher-centered teaching to the learner-centered learning environment (Brown, 2001 in Habib, 2012). Teaching methods and objectives that involve the learner in active interaction is required to establish a communicative approach to pronunciation (Morley, 1991). According to Morley (1991), there are three important dimensions the teacher should emphasize in any pronunciation program; the learner's intellectual involvement, affective involvement, and physical involvement (in Mumeneen, 2011). The teachers have a very distinctive role to play in the CLT program, instead of just being the guide the teachers work as a 'speech coach or pronunciation coach (Morley, 1991). Instead of simply rectifying the learner's

errors, the teacher should also provide information, give and clarify model at different stages, offers cues, suggestion and productive advice about performance and the teacher's job is not simply to teach but to assist learning by supervising and adapting English at two levels, speech production and speech performance (Morley, 1991).

In the planning and execution of English teaching in Bangladesh, pronunciation is rarely focused (Akter, 2005). In this connection Amin (2004) and Alam (2006) rightly maintains that teaching pronunciation is not only neglected but also totally absent in the teaching of English in our country (see, Mumeneen 2011). English language syllabi and evaluation in Bangladesh often focus on macro skills (such as writing and speaking) ignoring the underlying micro-skills (such as pronunciation) required to reach the goal (Akter, 2005). Pronunciation is ignored in the syllabus, materials as well as text and sometimes in classroom activities (Akter, 2007 and Maniruzzaman, 2008, in Howlader, 2010). Even if listening and speaking skills are integrated in the current curriculum, pronunciation is still ignored. (Moniruzzman, 2007, in Howlader, 2010).

2.9 Phonetic and Phonological Problems of Bangladeshi Learners

From phonetic and phonological's angle, the Bengali speaking EFL learners are generally facing obstacles in, 'speech production' regarding which articulator(s) to use, how to pronounce which speech sound and how to pattern speech sounds to convey meaning and also in 'speech perception' including how to receive which speech sound(s) to perceive meaning (Moniruzzaman, 2006). These obstacles surely have severe negative impact on their acquiring the speaking and listening skills of EFL (Moniruzzaman, 2006).

Mostafa (2010) points out that due to the different phonetic patterns of Bangla and English languages, speakers of Bangla language are supposed to face some complexities in pronouncing certain English phonemes and also face trouble while pronouncing English diphthongs because of their L1 intervention. According to Mostafa (2010) Bengali speakers face problem to pronounce fricatives like /ʒ/ and /z/ as there have no equivalent to these sounds. Other fricatives like (/f/, /v/, /θ/, /ð/) are pronounced like (/p^h/, /b^h/, /t^h/, /d^h/). English plosives (/p/, /t/, /k/) are pronounced as their near equivalents in bangle, which are (/p^h/, /t^h/, /k^h/). In case of vowel sounds some English vowels have their near equivalents in bangle, however English vowels /ə/ and /ɜ:/ have no equivalents in bangle. In English there are eight diphthongs (/eɪ/, /aɪ/, /ɔɪ/, /eə/, /əʊ/, /aʊ/, /ɪə/, /ʊə/). The main difficulty faced by the Bengali speakers to produce English diphthongs is the differences in vowels constitute the diphthongs (Mostafa, 2010). Another problem which is faced by Bengali speakers is bangle sound system is dominated by monophthongs not by diphthongs (Mostafa, 2010).

The two important features of the pronunciation of English words and utterances are stress and intonation (Maniruzzaman, 2006). Maniruzzaman (2004) argues that since the Bengali speaking learner's mother tongue's syllable is timed whereas in English the stress is timed. He finds English pronunciation to be very difficult in contrast to Bangla. Intonation means the rising and falling of the tone, such as accentual, grammatical and discourse functions which have limited significance in the Bengali language. Because of the intervention of the L1 and insufficient training, the Bengali speaking learners of EFL can barely master English intonation, and their speech therefore sounds unnatural and even incomprehensible at times. (Maniruzzaman, 2004).

2.10 Factors affecting the teaching of pronunciation

Teachers face different challenges to teach pronunciation though these challenges may always not be the same. Among various challenges some general challenges have been identified and discussed below:

2.10.1 Interference of L1

Bengali speaking EFL learners face problems in ELT especially in pronunciation because of the distinct positions of phonemes and other aspect of English phonology (Hoque, 2010). According to Kenworthy (1991), the greater the dissimilarities will be between the target language and native language, the higher will be the level of complexity for the learners to master correct pronunciation (in Tahereen, 2015).

In Bengali and English languages, there are some similarities but mainly dissimilarities which generate difficulty for the Bengali speakers while attempting to learn English pronunciation (Tahereen, 2015). Hai and Ball (1961) identified some differences in both segmental phonemes and supra-segmental features of these two languages (in Hoque, 2010). They have shown that there are some distinct and some common vowels in these two languages. In Bengali there are 7 vowels and 12 in English there are only two common vowels (/e /and /æ/). According to their observation Bengali speakers usually get confused with 4 English vowels (/u: /, / ʌ/, / ɜ/, /ə/). They also observed that, Bengali speakers are unable to distinguish among the short and long vowels of English. For example, they pronounce feet /fi:t/, fool /fu:l/, half /ha:f/ (Houque, 2010). In Bengali language there are 18 diphthongs but only 8 in English. The diphthongs of these two languages do not share any similarities (Hoque, 2010). Hoque (2010) pinpoints to a common

mistake usually made by the Bengali speakers of English that they only say the first part of the diphthong and ignore the second part. For example, they pronounce ‘boat’ / bout/ as /bʊt/ and ‘here’ /hiə/ as /hiɑr/ (Hoque, 2010).

In term of consonant sounds there are 20 plosives in Bengali whereas in English there are only 6 plosives. Bengali plosives are categorized into 5 sub groups based on place of articulation where each group has aspirated and unaspirated sounds. The Bengali aspirated plosive and English aspirated plosive become confusing for the Bengali speakers (Hoque, 2010). In Bengali there is no fricative sounds therefore Bengali sounds /ph/, /bh/ and /n/ are considered similar to English /f/, /v/ and /n/. For example Bengali speakers pronounce ‘full’ /ful/ as /phul/ and ‘vote’ /vəʊt/ as /bhɔ:t/. Hoque (2010) identifies that Bengali speakers often confuses with the English sounds /z/, /ʒ/ and /dʒ/. In Bengali there is only one sound /ja/ is similar to English /dʒ/. For example, ‘zoo’ /zu: / as / dʒu/ (Hoque, 2010).

2.10.2 Interference of Dialects

Influence of dialects also create obstacle in term of pronunciation learning. Different local dialects are used by the non-native English users in Bangladesh with different pronunciation and intonation which later influence the use of English (Hoque, 2010). Bengali speakers from different local backgrounds pronounce many words differently because of their local backgrounds (Hoque, 2010). For example, the people of Barishal often tend to make mistakes in pronouncing words beginning with ‘B’ and ‘V’, both in English and Bengali (Hoque, 2010). In Noakhali dialect, a fricative sound similar to English /f/ replaces the bilabial plosive /p/ which

leads to it not being heard. (Hoque, 2010). The unvoiced velar aspirated plosive /kh/ is pronounced as a fricative sound in Chittagong and Sylhet (Hoque, 2010). Hoque (2010) also gave an example of a student from Comilla who pronounced ‘victory’ /viktəri/ as /bikturi/ and another from Natore who pronounced the word as /bhikto:ri/.

2.10.3 Little Exposure to English

According to Keenworthy (1991), more exposure to English will create a positive impact on learners’ pronunciation, therefore learners living in English speaking countries will develop their pronunciation rapidly and perfectly (in Tahereen, 2015).

Exposure to the target language is usually very limited in Bangladesh. Both students and teachers seem very reluctant to use English outside of the classroom. As the medium of instruction is bangle in every level of education, except English medium schools and private universities. Therefore, students have almost no experience to receive instruction in English. In Bangladesh English pronunciation is rarely being taught at any level of education (Moniruzzaman, 2008). Consequently, teachers at tertiary level face challenges to teach English pronunciation to those inexperienced students.

2.10.4 Motivation

Learners’ motivation to learn the target language plays a very vital role in teaching pronunciation. If the learner is not motivated enough to improve their pronunciation, then it will create difficulty for the teachers to improve their pronunciation. According to a research, having

a personal or professional goal to learn English can influence learning pronunciation (Maniruzzaman & Haque, 2000 in Habib 2012). A teacher can help to increase students' motivation by showing them the importance of pronunciation in term of comprehensibility and intelligibility of their speech.

2.10.5 Age

According to Lenneberg, 1967 (in Habib, 2012) critical hypothesis period (CPH) is a biological or neurological period lasting up to the age of 12 after which it becomes extremely challenging to attain the complete mastery of a second language, particularly pronunciation. It is nearly obvious that after puberty learners begin to lose their ability to attain native like pronunciation (Action, 1984). Though some learners may become more fluent but they may face the problem of fossilization in term of learning pronunciation and after attaining a particular level of proficiency in the target language, adult learners' pronunciation level become permanently fossilized (Action, 1984). Therefore, teaching pronunciation become very challenging task for the teachers as the learners age hinder their pronunciation learning.

2.10.6 Lack of Awareness for Pronunciation

According to Elliot (1995), teachers incline to perceive pronunciation as the least beneficial of the basic language skills and therefore tend to avoid pronunciation practicum in order to spend class time on other fields of language (see Habib, 2012). In Bangladesh as well pronunciation was always being neglected in classroom practice and assessment system (Tahereen, 2015). Consequently students become unaware about the importance of pronunciation. As pronunciation is always being neglected as a result learners do not have any knowledge about the

segmental and suprasegmental features of pronunciation (Tahereen, 2015). Therefore, the ignorance of the learners about pronunciation make teaching pronunciation more challenging for the teachers.

2.11 The Importance of Teaching Pronunciation

Pronunciation's direct effects on the learners' communicative competency make it an integral part of second/foreign language learning as well as performance to a considerable extent (Akter, 2007). According to Hismanoglu, 2006 the importance of teaching pronunciation cannot be emphasized enough. With good pronunciation a speaker's words will be comprehensible despite other errors. The intended meaning of the conversation will be lost if words are not pronounced properly (Imam, Ropum & Arif, 2013). Maniruzzaman (2008) Akter (2008) and Flora (2009) hold similar views that pronunciation is undeniably the principal factor which gets noticed by other people while speaking (in Mumeneen 2011). Inadequate proficiency of English pronunciation influences the advancement of communicative competence which is crucial in building the communicative bridge between speakers and listeners (Lin, 2014). Therefore, pronunciation is unquestionably one of the most important and unavoidable elements of particularly teaching English or any other language (Hayati, 2008). Teaching comprehensible pronunciation is also important (Kenworthy, 1987). Consequently, according to the above literature it seems that English pronunciation should be shown due importance in the overall teaching and learning process.

2.12 Models of Pronunciation

Among many models of English pronunciation, RP (Received Pronunciation), GA (General American), Indian, Australian and Canadian are some (Howlader, 2011). According to Jahan (2013) it is very hard to determine which model should be followed to teach pronunciation. RP and GA have been the prevailing models of pronunciation for long (Howlader, 2010). However, it is unexpectedly true that British and American people are abandoning RP and GA (Howlader, 2010). Crystal, D (2003) shows that less than three percent population in UK speaks RP in pure form. Jenkins (2000) points out that GA accent is absent from most of the Americans' daily speech. At present the main focus is given on "comprehensibility" and "intelligibility" rather than "perfect pronunciation" (Tahereen, 2015). According to Burnus (2003) it is an unrealistic idea to that ESL/EFL learners should sound like native speakers and this idea will disappear fast. In his view it is more essential for the speakers of English to attain intelligibility, comprehensibility and interpretability. Jenkins (2002) also shares similar view, according to her native speaker like pronunciation is not important and not possible to achieve by non-native speakers, rather non-native speaker should try to learn pronunciation that is mutually intelligible to both native and non-native speakers. Instead of focusing on any specific model of pronunciation, Robin Walker (2001) emphasized on the comprehensibility of the language (in Alam, 2006). Mariann, Donna & Janet (2000) also establish their view on intelligible pronunciation as the necessary component of oral communication (in Howalader, 2011). In their view the purpose of teaching pronunciation to ESL/EFL learners is not to make them adopt the accent of the native English speaks, but to use proper pronunciation (Howalader, 2010).

2.13 Literature on Theoretical Framework

As English is the international language, therefore suggestions have been made very often to integrate pronunciation in the existing curriculum, even if not possible to have an extensive course on pronunciation in order to produce learners with intercultural communicative competence (Levis & Grant, 2003). In Bangladesh it seems unlikely to have an extensive course on English pronunciation for tertiary level students except English department. As English is the international language, there are now more chances for interaction between non-natives (Crystal, 2003). Pronunciation like the native speakers should not be the main objective this learning. Alptekin (2002) recommends that teachers do not need to exclusively draw materials from the target language culture and can make the best use of local culture also facilitating learning.

This pedagogy brings together the global appropriacy and local appropriation with a view to produce learners for both global and local setting (Kramsch & Sullivan, 1996: 211). The approach can be used in Bangladeshi context where BE is prevalent due to the fact of colonialism and a growing interest can be seen toward AE as mentioned in Khan (2007). As said earlier, taking a native model does not require imitating it rather adapting a model and material being context sensitive based on the need of the learners for long run would be a better idea. An English teacher may involve student in intended and relatively unplanned conversation in a meaningful task based practices for future possible interactions in EIL.

CHAPTER III

METHODOLOGY

3.1 Introduction

The research methodology adopted for carrying out this study comprises research design, theoretical framework, sampling, setting, research instrumentation, data collection procedure and data analysis procedures.

3.2 Research Design

The goal of this research is to identify the factors affecting teaching English pronunciation at a particular private university in Dhaka, Bangladesh. This research is mainly qualitative in nature and this study aim to provide a descriptive view of the challenges of teaching pronunciation at tertiary level. The study tries to find out the view of individual teachers and students on factors affecting teaching pronunciation. This study is also partially quantitative as the survey was done through interviewing large number of students. As this is a case study, therefore it tries to get a detailed and in depth view of the issue by focusing on one university. Only private university was focused as the private universities are getting equal importance as public universities at present time (Islam & Salma, 2016). At present there are 132 universities in Bangladesh of which 95 are private universities and 37 are public universities (Islam & Salma, 2016). Private university is chosen as the medium of instruction is English in all private universities. Data was collected through class observation and interviews. 10 out of 31 teachers of English department who are taking ENG 100 course (Improving Oral Communication Skills) in this running

semester Fall-2016 were interviewed. 72 out of 360 students from 12 sections were interviewed through focus group interview. The setting of data collection was both formal and informal. Triangulation process was used to collect the data. Data Triangulation, was used as it focuses on collecting data through several sampling strategies.

3.3 Theoretical Framework

Balanced Approach to pronunciation teaching was used, to support the study. The balanced approach is a combination between top down and bottom up approaches. The ‘bottom-up approach’ focuses on the smallest element or segmental features of language such as the separate sounds or phonemes and gradually works up towards stress, rhythm, tone and intonation (Dalton & Seidlhofer, 1994). On the contrary, ‘top-down approach’ starts with whole chunk or suprasegmental features of language such as stress, intonation and rhythm, and brings separate sounds or phonemes into sharper focus as and when required (Dalton & Seidlhofer, 1994). A balanced approach to teaching pronunciation gives importance to both segmental and suprasegmental because these two feature of pronunciation usually work together along with paralinguistic features and voice projection quality. Maintaining a balance between segmental and suprasegmental is considered to be best practice in pronunciation teaching (Crowther. Trofimovich, Saito & Isaacs, 2014). However, In EIL, learners do not need to learn every norms and sounds accurately to imitate a native speaker of English. In fact, Jenkins (2000) mentions that learning pitch movement or intonation is neither possible nor required since the goal is to produce learners with communicative competence. Therefore, in an EFL country like Bangladesh balanced approach will be the best approach to teach pronunciation as the main of

teaching pronunciation is achieving communicative competence and mutual intelligibility not achieving native like fluency (Habib, 2012).

To collect and analyze the data for this study triangulation approach was also used. According to Bryman (2010) triangulation indicates the use of more than one approach to the investigation of a research question in order to enhance the reliability and validity of the findings.

Both balanced approach and triangulation approach have been adapted to conduct this study.

3.4 Sampling

To collect the data for this case study one private university of Dhaka city was selected. 10 teachers out of 31 teachers and 72 students out of 360 students from that university were interviewed to collect the data. In English department of that university there are in total 31 teachers but for this study only 10 teachers who are taking ENG 100 course (Improving oral communication) in Fall-2016 are interviewed. In Fall-2016 there are twelve sections of ENG 100 course. In these twelve sections two teachers are taking two sections and another eight teachers instructing in other eight sections, therefore those ten teachers who are instructing in ENG 100 course have been interviewed. Among those ten teachers seven teachers are from literature background and three teachers are from ELT background. In these 12 sections there are in total 360 students but for the focus group interview only 72 students (six students from each section) were interviewed. A focus group interview is the method of assembling data through interview with a group of people, normally four to six (Creswell, 2002). The six students from each section for the focused group interview were selected through lottery. For this study all the data were

collected through triangulation. The data were collected through interviewing teachers and students and through observing the class. The whole data collections were done through purposeful sampling and random sampling. The teachers were selected through purposeful sampling as the teachers who were instructing in ENG 100 course in Fall-2016 were chosen intentionally for collecting the data. The students were chosen through random sampling, as the students who took part in the focused group interview were chosen randomly through lottery.

3.5 Setting

All the data required for this study were collected in both formal and informal setting. The chairperson of English department was requested formally to get permission to interview the teachers, to observe the class and to interview the students. Teachers' interviews were conducted in formal setting. The teachers were interviewed in office rooms in their convenient time. Students' interviews were done in informal setting. The students were interviewed outside of the classroom during the absence of the teacher. The class observations were done in formal classroom setting.

3.6 Instrumentation

Three types of instruments were used to collect the data comprising teachers' interview (Appendix- A), students' interview and class observation check list (Appendix -B).

3.6.1 Teachers' Interview

For the teachers' interview fifteen open ended questions were asked. Interview questions, three, four, twelve, thirteen and fourteen are related with the first central research question (What are the difficulties the teachers' faces in teaching English pronunciation at the tertiary level?). The interview questions one, two, three, four, five, six, seven, eight, nine and ten (Appendix-A) are related to the second central research question (To what extent is English pronunciation taught at the tertiary level?). The interview questions three, four, thirteen, fourteen and fifteen are connected to the central research question no: 3 (What are the reasons working behind the negligence of pronunciation at the tertiary level?). The first two questions will be asked to know about the main objectives of ENG 100 course. Questions three, four and five will be asked to know about the teacher's view on teaching pronunciation and how much do they emphasize on teaching pronunciation. Question six, seven, eight, nine, ten and eleven will be asked to investigate the strategies, techniques and activities and materials are used to teach and test pronunciation skill. Questions twelve, thirteen and fourteen will be asked to find the difficulties teachers face to teach pronunciation for the lacking of material and training. The last question was asked to know the teachers' suggestion regarding further improvement of teaching pronunciation.

3.6.2 Student's Interview

To collect the data from the students twelve open ended questions were asked. Questions two, ten and eleven (Appendix-B) are connected with the first central research question (What are the difficulties the teachers' faces in teaching English pronunciation at the tertiary level?).

Questions three, four, five, six, seven, eight, nine and twelve (Appendix-B) are related with central research question no: 2 (To what extent is English pronunciation taught at the tertiary level?).

Last of all questions one, two, ten and eleven are connected with the last research question (What are the reasons working behind the negligence of pronunciation at the tertiary level?). The first two questions were asked to find out students' view on important features of spoken English and importance of English pronunciation. Questions three, four, five, six, seven, eight, nine and twelve have been designed to find out that to what extent and how English pronunciation is taught, what materials are used and how it's being tested by the teachers. Question ten and eleven will explore the difficulties faced by the students to learn pronunciation.

3.6.3 Class Observation

The class observation checklist (Appendix-C) has been designed to find out how much emphasis is given on class objective, materials, teacher-student interaction, and teachers' use of English and students' pronunciation errors. One class from each section was observed. The classroom observation checklist was followed to collect the information from the class.

3.7 Data Collection Procedure

As mentioned earlier, the data were collected through triangulation (teachers' & students' interview & class observation). At first permission was taken from the chairperson of English department to collect data through interviewing the teachers and students and also through observing the class.

For teachers' interview, the teachers' those who are taking ENG 100 course in Fall-2016 were contacted individually through email to fix a casual meeting outside the class. Most of the teachers gave a particular date to take their interview during their office hour in their office room. Some teachers did not respond to the email, they were contacted during their office hour to fix the meeting. The teachers were contacted on the designated date to take their interview. In most of the cases teachers were available to give interview but few teachers were not available in the designated day. Therefore, another date was fixed with the permission of those teachers who were not available. Before taking the interview, the teachers were given a brief about the aim of this paper. The interviews were recorded with the permission of the teachers. During the interview notes were taken along with recording. The teachers were ensured that the information provided by the sample will be kept anonymous.

For the students' interview, the teachers were contacted to give permission to give 10 minutes of the class to conduct students' focused group interview. Teachers assigned a date to come to the class to select the students for focused group interview and take them for the interview. A separate room was allotted previously for taking students' interview. In the designated dates the

teachers were contacted during the class to take the students' interview. First of all, a lottery was done to select the students for the focused group interview. The lottery was done between the students who were present on that designated day. For the lottery all the students were given a piece of paper among which on six papers six numbers (1-6) were written and the remaining papers were blank, students who get the papers with numbers were selected for the focused group interview. The students who were chosen were taken to a different room to conduct the focused group interview with the permission of their instructor. Before starting the interview the students were briefed about the aim of the paper. All the questions of the interview were also being described previously to the students so that they do not face any difficulties to answer. The students were assured that their identity will be kept hidden so that they can give the genuine answers without any fear of being disposed. During the interview, in most of the cases the students answer collaboratively. But in few cases students' individual opinion was needed where they also responded individually. The whole interview was being recorded with the permission of the participants.

For the class observation all the class routines were checked previously to fix a date for class observation. Then the teachers were asked for the permission to observe their class on that particular day. In majority of the case teachers gave permission to observe the class on that previously fixed date. But in one case the teacher asked to come after the midterm exam which was coming in the following week. All the teachers were also reminded a day before the class observation .For observing the class the observer was present 10 minutes earlier of each class. All the instructors introduced the observer to the students before starting the class. The class

observations were done through following a specific rubric. One class was observed from each section.

3.8 Data Analysis Procedure

For the data analysis qualitative and quantitative data were employed. The interview's questions were linked to the central research questions which were analyzed and tabulated. The students' and teacher' response and the result of classroom observation was summarized and analyzed based on the theoretical framework and central research questions.

The data of this study was collected from ENG 100 course which extensively teach pronunciation and the main aim of this course to help the students to achieve mutual intelligibility rather than achieving native like proficiency. Balanced approach emphasizes on mutual intelligibility rather than native like proficiency. Balanced approach of teaching pronunciation equally emphasizes on both segmental and suprasegmental features of pronunciation which will help the students to learn the basics of pronunciation. As this course does not teach pronunciation intensively therefore the balanced approach of teaching pronunciation has been adopted for this study.

All the data has been analyzed based on the theoretical framework. The triangulation approach was used to authenticate and validate the data. The data was verified by collecting and comparing the data with different sources. Both teachers' and students' opinion has been

assembled and compared in order to verify the authenticity of their response. Class has also been observed and compared with teachers' and students' response to validate the data.

3.9 Obstacle Encountered

Few obstacles were faced by the researcher to complete this paper. Mainly obstacles were faced during the data collection procedure. To contact with the teachers for the permission of teachers' and students interview and class observation, the researcher has to take several attempt. Though majority of the teachers responded in the first attempt and designate a date for interview and class observation. To contact with few teachers, the researcher has to try several times. In few cases the teachers were busy or not present in the designated day of their interview, therefore the researcher has to fix another date to take the interview. During the students' interview few students were reluctant to answer, though the majority of the students were very enthusiastic about the interview. Although few obstacles have been encountered but the researcher gave full effort to make this paper successful.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter discusses the findings of the present study concerned with the factors affecting teaching pronunciation at tertiary level. In the private universities the medium of instruction is English and even some fundamental English courses are also offered for students from all departments. Even though, English pronunciation appears to receive inadequate attention in teaching at tertiary level (Moniruzzaman, 2008). Therefore, this study aims to find out the factors affecting teaching English pronunciation at tertiary level. This study is mainly qualitative in nature. The data of this research was collected from 72 students and 10 teachers from one private university. The analysis and discussion of the data gathered by different instruments are presented in three parts: students' response, teachers' response and class observation. The findings gathered from the students' response, teachers' response and class observation have been analyzed under different categories as well.

4.2 Results of the Teachers' Interview

In this section, the response of the 10 out of 31 instructors of English department (who are instructing in ENG 100 course in Fall-2016) has been summarized. The questions are sequentially analyzed and discussed on the basis of findings. (Instructor 1 is in charge of section: 1 and 2, instructor 2, 3, 4, 5, 6, 7, 8 and 9 are respectively in charge of section: 3, 4, 5, 6, 7, 8, 9 and 10, and instructor 10 is in charge of section 11 and 12).

In response of the first question (What are the objective of ENG 100 course?). All the teachers said the main objective is to improve students' oral communication skills. Along with that 60 % teachers (6 out of 10: 1, 4, 5, 7, 9 and 10) said another important objective is to make the students capable to communicate and express themselves in different contexts. Two teachers (1 and 2) added that another important purpose of this course is to assist the students to get rid of their stage fright.

Majority of the teachers (8 out of 10: 1, 2, 3, 4, 5, 6, 7 and 10) said in reply of the second question (In order to fulfill your objective what do you generally teach in ENG 100?) they involve their students in different activities like: group discussion, presentation, debate, role play etc where the students can practice more speaking and involve their communication skills. Among those 7 teachers 4 of them (1, 4, 9 and 10) said the teacher mainly works as facilitator and help the students to get rid of their stage fright. Two instructors (7 and 8) said they give the students different real life situations where they have to communicate in English.

In reply of question number 3 (Do you think pronunciation is an important aspect of teaching English?) 8 teachers (1, 2, 4, 5, 6, 7, 9 and 10) said in their perspective pronunciation is a very important aspect of teaching English. Only 2 teachers (3 & 8) said they do not think teaching English pronunciation is very important.

Question number 4 was asked to those teachers who do not consider teaching pronunciation is important. In response of this question (In your opinion, why do you think English pronunciation is not important?) one teacher (3) said it's not important because in Bangladeshi context students do not have to communicate in English that much and too much emphasis on pronunciation can make the students nervous. According to the other teacher (8) mutual intelligibility should be more emphasized rather than pronunciation. In her view too much emphasis on pronunciation can make the students nervous for which the students may lose interest to speak in English.

Majority of the teachers (8 out of 10: 1, 2, 4, 5, 6, 7, 9 and 10) said in response of the question no 5 (Do you teach English pronunciation to your students for ENG 100 course?) they teach pronunciation to their ENG 100 students. Only 2 teachers (3 & 8) said they do not teach pronunciation to their ENG 100 students.

In reply of the question number 6 (How do you teach English pronunciation in your class?) half of the teachers (5 out of 10: 1, 2, 5, 6 and 7) said they teach pronunciation through showing IPA chart and teaching the basic sounds of English. Among those 5 teachers 2 teachers (1 & 5) said they also teach the students the phonetic transcriptions of the words and difference between bangle and English sound and the difference between short and long vowels. One teacher (4) said he teaches his students by making them listen to some audio tapes on pronunciation and basic sounds of English. One instructor (9) said she teaches her students through some drilling and reading activities. One instructor (10) said he teaches his students through minimal pairs and by

showing them the difference between short and long vowels. The remaining two teachers (3 & 8) said they do not teach pronunciation to their students.

All the teachers (10) said that the dictionary is a very important tool for teaching pronunciation in answer of question number 7 (Do you think dictionaries are important for teaching pronunciation?)

In answer of question number 8 (Do you teach your students how to use dictionary to learn phonetic transcription of the words? How?) majority of the teachers (8 out of 10: 3, 4, 5, 6, 7, 8, 9 and 10) said they do not teach the students how to use dictionary to learn phonetic transcription of the word. Only 2 teachers (1 & 2) said they teach their students how to use dictionary to learn phonetic transcriptions of the words. Among those two teachers one teacher (1) said he teaches the students through showing the phonetic symbols of the letters and let the students identify the words from dictionary by seeing the phonetic transcription of the words. The other instructor (2) said he taught the students the phonetic symbols first then he give a list of word selected from dictionary on which the phonetic transcription of the words are give and the students have to identify the words or vice versa.

In response of question no 9 (Do you test your students' pronunciation skill?) half of the teacher (5 out of 10: 3, 7, 8, 9 and 10) said they do not test their students' pronunciation skill. The other half (5 out of 10: 1, 2, 4, 5, 6) said they do test their students' pronunciation skill.

The teachers gave variety of responses in reply of the question no 10 (How do you test your students' pronunciation skill?). 3 teachers (4, 5 and 6) said they test the students pronunciation during presentation and interview, they mainly check whether the students' pronunciation is improving or not and is their pronunciation is comprehensible or not. One instructor (2) said he tests his students' pronunciation by giving the students a list of words during the interview and check whether they can pronounce it or not. One teacher said (1) he tests students' pronunciation during the interview session; he tests students' pronunciation in term of standard pronunciation and IPA chart which is taught at the class.

In reply of question no 11 (What kind of material do you use to teach pronunciation?) half of the teachers (5 out of 10: 1, 2, 5, 6 and 7) said they use IPA chart to teach pronunciation. Among those 5 teachers 2 (1 & 2) said they also use dictionary to teach pronunciation. One instructor (4) said he uses some audio tapes on pronunciation to teach the basic sounds of English. Another instructor (9) said she uses 2 books, Better English Pronunciation by Joseph O' Connor and Ship or Sheep by Ann Baker to teach pronunciation. Remaining 3 teachers (3, 8 and 10) said they do not use any particular material to teach pronunciation.

In answer to the question no 12 (Do you find any difficulties in teaching pronunciation to ENG 100 students?) most of the teachers (7 out of 10: 1, 4, 5, 6, 7, 9 and 10) said they face some difficulties while teaching pronunciation to their ENG 100 students. Only 3 teachers (2, 3 and 8) said they do not face any difficulties to teach pronunciation to their ENG 100 students.

Most of the teachers (5 out of 10: 4, 5, 6, 7 and 9) said they face difficulty because of the students' mother tongue influence and lack of time to teach pronunciation in response of question no 13 (What are the difficulties you face while teaching pronunciation to your ENG 100 students?) One instructor (1) said students' reluctance to improve their pronunciation and lack of time to put more emphasis on pronunciation and lack of language lab are the main difficulties faced by the teacher. The other instructor (10) said students' reluctance to improve their pronunciation and their stage fright and lack of time to teach pronunciation are the major difficulties faced by the teacher.

In reply of question no 14 (Do you think training is important to teach English pronunciation? Did you get any training on pronunciation?) all the teachers (10) said they think training is very important to teach pronunciation. Majority of the teachers (8 out of 10: 1, 2, 3, 5, 6, 7, 8 and 9) said they do not have any training on pronunciation. Only 2 teachers (4 & 10) said they have training on pronunciation.

The last question was (Do you think any measures can be taken so that the teachers can appropriately teach English pronunciation?) and in its' response 8 teachers (1, 2, 4, 5, 6, 7, 8 and 10) said teachers training should be provided so that the teacher can learn to teach pronunciation properly. 3 teachers (1, 2 and 9) also added that the teachers should self train themselves so that they can teach pronunciation properly. 1 teacher (4) also said uniformed way of teaching pronunciation should be adopted so that all the teacher can give equal emphasis on pronunciation.

4.3 Results of the Students' Interview

In this section the response from the student has been summarized separately for each section (See Appendix-D for the tables of students' response of each section). In total 72 students out of 360 students have been interviewed from 12 sections through focused group interview. From each section 6 students have been chosen through lottery.

(Instructor 1 is in charge of section: 1 and 2, instructor 2, 3, 4, 5, 6, 7, 8 and 9 are respectively in charge of section: 3, 4, 5, 6, 7, 8, 9 and 10 and instructor 10 is in charge of section 11 and 12).

Section: 1

In response of the first question (What are the important features of spoken English?) (See Appendix-D for the tables of students' response of each section) half of the students (3 out of 6) said grammar and vocabulary is the most important features of spoken English the other half (3 out of 6) said in their perspective fluency and accuracy is the most important features of spoken English.

All the students (6) of section 1 in reply of question number 2 (Do you think English pronunciation is important for you? Why?) said in their view pronunciation is very important for higher studies and job purpose.

In answer of the third question (Does your teacher teach you pronunciation?) all the students (6) said their teacher teach them pronunciation.

In reply of the fourth question (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher shows IPA chart to teach the basic sounds of

English, uses dictionary to teach them the phonetic transcription of words and also shows them the difference between short and long vowel and Bangla and English sounds.

Every one (6) stated that their teacher corrects their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

In response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?) all the students (6) said that their teacher teaches them how to use dictionary to learn phonetic transcription of the words.

All the students (6) said that their teacher tests their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses IPA chart, dictionary and few handouts to teach them pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) half of the students (3) said they do not face any problem to learn pronunciation, the other half (3) said they face some difficulty to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) two students said they face difficulty to learn pronunciation because of their lack of confidence. One student said he face problem to pronounce unknown words.

In reply of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) all the students (6) said they enjoy their teachers' teaching because he is very friendly.

Section: 2

In reply of the first question (What are the important features of spoken English?) all students (6) stated that in their view grammar, vocabulary and pronunciation are the most important features of spoken English (See appendix-D, students' interview table).

In response of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important. Majority of the students (4) said pronunciation is important for proper communication and only two students said it's important for being confident.

All the students (6) said their teacher teach them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In answer of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) stated that through showing the pronunciation of difficult and confusing words & by showing IPA chart and teaching the basic sounds of English.

All students (6) stated that their teacher corrects their pronunciation error in response of the fifth question (Does your teacher correct your pronunciation error?)

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

Every single one (6) said that their teacher teaches them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher tests their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses IPA chart, dictionary and few handouts to teach them pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) majority of the students (4) said that they face some difficulty to learn pronunciation and remaining students (2) said they do not face any problem to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) two students said they face difficulty to learn pronunciation because of their lack of confidence. Two students said they face problem to pronounce unknown words.

In reply of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) all the students (6) said they enjoy their teachers' teaching because he is very friendly.

Section: 3

In reply of the first question (What are the important features of spoken English?) majority of the students (4) said in their perspective fluency and accuracy is the most important features of spoken English. The remaining students (2) said grammar and vocabulary is the most important features of spoken English (See appendix-D, students' interview table).

In answer of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important. Majority of the students (4) said pronunciation is important for proper communication and only two students said it's important for job purpose.

All the students (6) said their teacher teach them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher shows IPA chart to teach the basic sounds of English.

All students (6) stated that their teacher corrects their pronunciation error in response of the question no 5(Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that during the class their teacher immediately identifies their pronunciation errors and teaches them the right pronunciation.

The entire group (6) said that their teacher teaches them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher tests their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses IPA chart, dictionary and few handouts to teach them pronunciation.

All the students (6) said they do not face any difficulty to learn pronunciation in answer of question no 10 (Do you face any difficulties to learn pronunciation?).

As each and every one (6) said they do not face any difficulty to learn pronunciation that's why the question no 11 (What kind of difficulties do you face?) was not applicable for them.

The last question was (Do you enjoy your teacher's teaching English pronunciation? Why?). In reply of which all the students (6) said they enjoy their teachers' teaching because he is very friendly.

Section: 4

In response of the first question (What are the important features of spoken English?) all students (6) stated that in their view grammar, vocabulary and pronunciation are the most important features of spoken English (See appendix-D, students' interview table).

In answer of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important to communicate with natives.

All the students (6) said their teacher does not teach them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said that no activities are done to teach pronunciation.

Every student (6) stated that their teacher does not correct their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

As the teacher does not correct students' pronunciation errors therefore the sixth question (How does he/she correct your pronunciation error?) was not applicable.

All the students (6) said that their teacher does not teach them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher does not test their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher does not use any material to teach pronunciation.

All the students (6) said they do not face any difficulty to learn pronunciation in answer of question no 10 (Do you face any difficulties to learn pronunciation?).

As all the students (6) said they do not face any difficulty to learn pronunciation that's why the question no 11 (What kind of difficulties do you face?) was not applicable for them.

The last question was (Do you enjoy your teacher's teaching English pronunciation? Why?). In reply of which all the students (6) said they enjoy their teachers' teaching because she is very friendly.

Section: 5

In response of the first question (What are the important features of spoken English?) half of the students (3) said grammar and vocabulary is the most important features of spoken English the other half (3) said in their perspective fluency and accuracy is the most important features of spoken English (See appendix-D, students' interview table).

In answer of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important to communicate with natives.

All the students (6) said their teacher teach them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher plays some audio tape on pronunciation and teach them the basic sounds of English and also shows them the difference between bangle and English sounds.

Each and every one (6) stated that their teacher corrects their pronunciation error in response of the fifth question (Does your teacher correct your pronunciation error?)

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

All the students (6) said that their teacher does not teach them how to use dictionary to learn pronunciation in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

Every single one (6) said that their teacher tests their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses audio clips to teach them pronunciation.

All the students (6) said they do not face any difficulty to learn pronunciation in answer of question no 10 (Do you face any difficulties to learn pronunciation?).

As every student (6) said they do not face any difficulty to learn pronunciation that's why the question no 11 (What kind of difficulties do you face?) was not applicable for them.

The last question was (Do you enjoy your teacher's teaching English pronunciation? Why?). In reply of which all the students (6) said they enjoy their teachers' teaching because he is very friendly.

Section: 6

In reply of the first question (What are the important features of spoken English?) all students (6) stated that in their view grammar, vocabulary and pronunciation are the most important features of spoken English (See appendix-D, students' interview table).

All the students (6) of section 6 in reply of question 2 (Do you think English pronunciation is important for you? Why?) said in their view pronunciation is very important because according to half of them (3) it's important for being confident and according to other half it's important for job purpose.

In answer of the third question (Does your teacher teach you pronunciation?) all the students (6) said their teacher teach them pronunciation.

In reply of the fourth question (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher shows IPA chart to teach the basic sounds of English and also shows them the difference between short & long vowel and bangle & English sounds.

All students (6) stated that their teacher corrects their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

In response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?) all the students (6) said that their teacher does not teach them how to use dictionary to learn pronunciation.

All the students (6) said that their teacher tests their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses IPA chart and few handouts to teach them pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) half of the students (3) said that they face some difficulty to learn pronunciation and other half (3) said they do not face any problem to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) those three students said they face difficulty to pronounce same and long type of words.

In reply of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) all the students (6) said they enjoy their teachers' teaching because she is very friendly.

Section: 7

In reply of the first question (What are the important features of spoken English?) all students (6) stated that in their view grammar and vocabulary is the most important features of spoken English (See appendix-D, students' interview table).

In answer of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important. Majority of the students (4) said pronunciation is important for proper communication and only two students said it's important to be confident.

In response of the third question (Does your teacher teach you pronunciation?) all the students (6) said their teacher teach them pronunciation.

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher shows IPA chart to teach the basic sounds of English.

All students (6) stated that their teacher corrects their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

In response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?) all the students (6) said that their teacher does not teach them how to use dictionary to learn pronunciation.

All the students (6) said that their teacher tests their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses IPA chart to teach them pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) majority of the students (4) said that they face some difficulty to learn pronunciation and the remaining students (2) said they do not face any problem to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) three students said they face difficulty to learn pronunciation because of their nervousness and one student said she face difficulty to pronounce unknown words.

The last question was (Do you enjoy your teacher's teaching English pronunciation? Why?). in reply of which all the students said they enjoy their teachers' teaching because she is very friendly.

Section: 8

In reply of the first question (What are the important features of spoken English?) majority of the students (4) said in their perspective fluency and accuracy is the most important features of spoken English. The remaining students (2) said grammar and vocabulary is the most important features of spoken English (See appendix-D, students' interview table).

In answer of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important. Majority of the students (4) said pronunciation is important for proper communication and only two students said it's important for job purpose.

All the students (6) said their teacher teach them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher shows IPA chart to teach the basic sounds of English.

Every student (6) stated that their teacher corrects their pronunciation error in response of the fifth question (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that during the class their teacher immediately identifies their pronunciation errors and teaches them the right pronunciation.

All the students (6) said that their teacher does not teach them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

The entire group of students (6) said that their teacher does not test their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses IPA chart to teach them pronunciation.

All the students (6) said they do not face any difficulty to learn pronunciation in answer of question no 10 (Do you face any difficulties to learn pronunciation?).

As all the students (6) said they do not face any difficulty to learn pronunciation that's why the question no 11 (What kind of difficulties do you face?) was not applicable for them.

The last question was (Do you enjoy your teacher's teaching English pronunciation? Why?). In reply of which all the students (6) said they enjoy their teachers' teaching because she is very friendly.

Section: 9

In response of the first question (What are the important features of spoken English?) (See Appendix-D for the tables of students' response of each section) all students (6) stated that in their point of view, fluency and accuracy are the central features of spoken English.

In response of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important. According to half of the students (3) pronunciation is important for being confident and according to other half it's important for job purpose.

All the students (6) said their teacher does not teach them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said that no activities are done to teach pronunciation.

All students (6) stated that their teacher sometimes correct their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that during the class their teacher identifies their pronunciation errors and teaches them the right pronunciation

All the students (6) said that their teacher does not teach them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher does not test their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher does not use any material to teach pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) majority of the students (4) said that they face some difficulty to learn pronunciation and the remaining students (2) said they do not face any problem to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) three students said they face difficulty to learn pronunciation because of their nervousness and one student said she face difficulty to pronounce same and long type of words.

In reply of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) all the students (6) said they enjoy their teachers' teaching because she is very friendly.

Section: 10

In reply of the first question (What are the important features of spoken English?) (See Appendix-D for the tables of students' response of each section) all students (6) stated that in their view grammar, vocabulary and pronunciation are the most important features of spoken English.

All the students (6) of section 10 in reply of question 2 (Do you think English pronunciation is important for you? Why?) said in their view pronunciation is very important for higher studies and job purpose.

In answer of the third question (Does your teacher teach you pronunciation?) all the students (6) said their teacher teach them pronunciation.

In reply of the fourth question (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher gives them some drilling and reading activities.

All students (6) stated that their teacher corrects their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

Every student (6) said that their teacher does not teach them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher does not test their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher uses two books: Better English Pronunciation & Ship or Sheep to teach them pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) majority of the students (4) said that they face some difficulty to learn pronunciation and the remaining students (2) said they do not face any problem to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) two students said they face difficulty to learn pronunciation because of their lack of confidence and remaining students (2) said she face difficulty to pronounce unknown words.

In reply of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) all the students (6) said they enjoy their teachers' teaching because she is very friendly.

Section: 11

In response of the first question (What are the important features of spoken English?) (See Appendix-D for the tables of students' response of each section) all students (6) stated that in their view point fluency and accuracy are the most essential features of spoken English.

In answer of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important. Majority of the students (4) said

pronunciation is important for proper communication and only two students said it's important for fluent speaking.

All the students (6) said their teacher teaches them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the fourth question (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher teaches them pronunciation through showing them minimal pairs and by showing them the difference between short and long vowels.

Every student (6) stated that their teacher corrects their pronunciation error in response of the fifth question (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

The entire group (6) said that their teacher does not teach them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher does not test their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher does not use any particular material to teach pronunciation.

In answer of question no 10 (Do you face any difficulties to learn pronunciation?) majority of the students (4) said that they face any difficulty to learn pronunciation and the remaining students (2) said they face any problem to learn pronunciation.

In response of the question no 11 (What kind of difficulties do you face?) two students said they face difficulty to learn pronunciation because of their lack of confidence.

In reply of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) all the students (6) said they enjoy their teachers' teaching because he is very friendly.

Section: 12

In reply of the first question (What are the important features of spoken English?) (See Appendix-D for the tables of students' response of each section) majority of the students (4) said in their perspective fluency and accuracy is the most important features of spoken English. The remaining students (2) said grammar and vocabulary are the most vital features of spoken English.

In response of the second question (Do you think English pronunciation is important for you? Why?) all the students (6) said pronunciation is very important to communicate with natives.

All the students (6) said their teacher teaches them pronunciation in reply of the third question (Does your teacher teach you pronunciation?).

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation? State them) all the students (6) said their teacher teaches them pronunciation through showing them minimal pairs and by showing them the difference between short and long vowels.

All students (6) stated that their teacher corrects their pronunciation error in response of the question no 5 (Does your teacher correct your pronunciation error?).

In reply of question no 6 (How does he/she correct your pronunciation error?) all students (6) said that after the class their teacher identifies their pronunciation errors and teaches them the right pronunciation.

Every student (6) said that their teacher does not teach them how to use dictionary to learn phonetic transcription of the words in response of question no 7 (Does your teacher teach you how to use dictionary to learn pronunciation?).

All the students (6) said that their teacher does not test their pronunciation skill in response of the question no 8 (Does your teacher test your pronunciation skill?).

In response of question no 9 (What materials does your teacher use for teaching pronunciation?) all the students (6) said that their teacher does not use any particular material to teach pronunciation.

All the students (6) said they do not face any difficulty to learn pronunciation in answer of question no 10 (Do you face any difficulties to learn pronunciation?).

As every student said they do not face any difficulty to learn pronunciation that's why the question no 11 (What kind of difficulties do you face?) was not applicable for them.

The last question was (Do you enjoy your teacher's teaching English pronunciation? Why?). In reply of which all the students (6) said they enjoy their teachers' teaching because he is very friendly.

4.4 Accumulated result of the students' interview

In this section an accumulated summary of students from all section (12 sections) has been given (See Appendix-E for the accumulated table of students' response). (Instructor 1 is in charge of section: 1 and 2, instructor 2, 3, 4, 5, 6, 7, 8 and 9 are respectively in charge of section: 3, 4, 5, 6, 7, 8, 9 and 10 and instructor 10 is in charge of section 11 and 12).

In response of the first question (What are the important features of spoken English?) (see Appendix-E for the accumulated table of students' response) all the students from two sections (2 & 6) replied that in their view grammar, vocabulary and pronunciation are the most important features of spoken English. The students of three sections (4, 7 & 10) mainly emphasizes on grammar and vocabulary. On the other hand, fluency and accuracy is emphasized by the students of section 9 and section 11. From section 1 and section 5, half of the students (3) replied they focuses on grammar and vocabulary the other half replied they focuses on fluency and accuracy. Majority of the students (4) from section 3, section 8 and section 12 replied in their view fluency and accuracy is most important, the remaining students said grammar is more important.

All the students from all the sections replied in their view pronunciation is very important in response of the question 2 (Do you think English pronunciation is important for you? Why?) (See Appendix-E for the accumulated table of students' response). All the students from three sections (4, 5 & 12) said pronunciation is important for communicating with natives. Students from two sections (section 1 & 10) replied it's important for higher studies and job purpose. Half of the students from two sections (section: 6 & 9) said pronunciation is important for being confident the other half said it's important for job purpose. According to the majority of the students (4) of sections, 2, 3, 7, 8 & 11 pronunciations is important for proper communication and according to the remaining students it's important to be confident (section 2 & 7), for job purpose (section 3 & 8) and for fluency (section 11).

Each and every student from ten sections stated that their teachers teach them pronunciation in response of the third question (Does your teacher teach you pronunciation?) (See Appendix-E for the accumulated table of students' response). All the students of the remaining two sections (4 & 9) replied that their teachers do not teach pronunciation.

In reply of the question no 4 (What are the activities your teacher uses to teach pronunciation?) (See Appendix-E for the accumulated table of students' response) students of six sections (1, 2, 3, 6, 7 & 8) stated that their teacher shows them IPA chart and teach the basic sounds of English. The students from section 1, 2 and 6 said that along with IPA chart their teachers teach them the difference between bangle and English sounds and the difference between short and long vowels. The students of section 5 said their teacher teach them pronunciation through showing some

videos on pronunciation and by showing the difference between bangle and English and the students of section 10 said that their teacher teach pronunciation through some drilling and reading activities. Students from section 11 and section 12 stated that their teacher taught pronunciation through minimal pairs and by showing the differences between short and long vowels. The students from section 4 and section 9 claimed that no activities are done by the teachers to teach them pronunciation.

In response of the question no 5 (Does your teacher correct your pronunciation error?) (See Appendix-E for the accumulated table of students' response) all the students from ten sections (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 & 12) replied that their teachers correct their pronunciation error only students from one section (section: 4) stated that their teachers do not correct their pronunciation error.

In answer of the question no 6 (How does your teacher correct your pronunciation error?) (See Appendix-E for the accumulated table of students' response) all the students from eight sections (1, 2, 5, 6, 7, 10, 11 & 12) stated that their teachers identify their pronunciation errors after the class and teach them the right pronunciations. All the students from three sections (3, 8 & 9) replied their teachers immediately identify their pronunciation errors and correct them. All the students from one section (4) said that their teacher does not correct their pronunciation errors.

In reply of the question 7 (Does your teacher teach you how to use dictionary to learn phonetic transcription of words?) (See Appendix-E for the accumulated table of students' response) all the students from three sections (1, 2 & 3) stated that their teachers teach them to use dictionary to learn phonetic transcriptions of words. All the students from nine sections (4, 5, 6, 7, 8, 9, 10, 11 & 12) replied that their teachers do not teach them how to use dictionary to learn phonetic transcriptions of the words.

In response of the question no 8 (Does your teacher test your pronunciation skill?) (See Appendix-E for the accumulated table of students' response) all the students from six sections (1, 2, 3, 5, 6 & 7) stated their teachers test their pronunciation. Students from six sections (4, 8, 9, 10, 11 & 12) said that their teachers do not test their pronunciation skill.

In reply of the question no 9 (What materials does your teacher use for teaching pronunciation?) (See Appendix-E for the accumulated table of students' response) all the students of section 1, 2, 3, 4, 6, 7 and 8 said that their teachers use IPA chart to teach pronunciation. Students of section 1, 2 and 3 said that their teacher use dictionary and few handouts along with IPA chart and the students of section 6 said their teacher uses few handouts with IPA chart and the students of section 7 and section 8 stated their teachers' only use the IPA chart to teach pronunciation. In response of this question the students of section 5 said their teacher uses few audio clips on pronunciation and the students of section 10 said their teacher uses 2 books (Better English Pronunciation and Ship or Sheep) to teach them pronunciation. The students of remaining four

sections (4, 9, 11 & 12) replied their teachers do not use any particular material to teach pronunciation.

In answer of question 10 (Do you face any difficulties to learn pronunciation?) (See Appendix-E for the accumulated table of students' response) all the students from five sections (3, 4, 5, 8 & 12) said that they do not face any difficulties to learn pronunciation. From sections 2, 7, 9 & 10 two students said they do not face any difficulty to learn pronunciation and remaining four students said they face some difficulties to learn pronunciation. Half of the students from section 1 and section 6 said they do not face any difficulty to learn pronunciation the other half said they face some difficulties to learn pronunciation. Majority of the students (4) of section 11 said they do not face any difficulty to learn pronunciation the remaining students said they face some difficulties to learn pronunciation.

The eleventh question was (What kind of difficulties do you face to learn pronunciation?) (See Appendix-E for the accumulated table of students' response). In response to this question the majority of the students said one of the major difficulties is their nervousness and lack of confidence. From (sections, 1, 2, 10 and 11) each of these sections two students said that they face difficulty to learn pronunciation because of their lack of confidence. From section 7 and 9 three students claim that they face difficulty because of their nervousness. According to the majority of the students they also face difficulty to pronounce unknown, long and same type of words. From section 1 and section 7 one student and from section 2 and section 10 two students said that they face difficulty to pronounce unknown words. From section 6 three students and

from section 9 one student said that they face difficulty to pronounce same and long type of words.

All the students from all twelve sections in response of the last question (Do you enjoy your teacher's teaching English pronunciation? Why?) (See Appendix-E for the accumulated table of students' response) said that they enjoy their teachers' teaching English pronunciation as their teachers are very friendly with them.

4.5 Class Observation Report

For getting more authentic information one class was observed from each section. As there are 12 sections of ENG 100 course in Fall-I 2016, therefore in total 12 classes have been observed. Through the class observation the objectives of those classes are identified. In section 1, section 2 and section 6 the main objective of the class was to involve the students in a group discussion to initiate a debate. In those classes the teachers mainly tried to involve all the students in the debate so that they can present their view in English. In section 3, section 7, section 11 and section 12 the main objective was to make the students involve in a pair discussion on a given topic on which all the students will give a short presentation. The teachers were mainly focusing on whether all the students are taking part in the pair discussion and giving their presentation properly. In section 4 the main objective was to read a story which was already assigned and to do a group discussion on the story to answer some comprehensive questions. In section 5 the main objective was to introduce the students with basic sounds of English and stress, intonation and aspiration and also showing the students the difference between Bangla and English sounds.

In section 8 the main objective was to teach the students how to give direction and also teach them different phrases which are used to give directions. In section 9 the main objective was to make the students summarize a given story. The teacher mainly tried to involve the students in a pair work where two students will make the summary and later on one student from each pair will present. In section 10 the main objective of the class was to teach students how to invite people in formal and informal ways.

The lessons which were taught in each section were also looked upon. In section 1 and section 2 the lesson was doing debate on public university vs. private university. In section 3 the lesson was giving presentation on memorable day of your life. In section 4 the lesson was preparing comprehensive questions from a story. In section 5 the lesson was introducing basic sounds of English and introducing stress, intonation and aspiration and also showing the difference between bangle and English sounds. In section 6 the lesson was doing debate on the good and bad sides of face book. In section 7 the lesson was giving presentation on your favorite person. In section 8 the lesson was giving direction. In section 9 the lesson was summarizing a story. In section 10 the lesson was inviting people in formal and informal ways. In section 11 and section 12 the lesson was giving presentation on the last Eid Vacation.

The materials which are used in those classes are also being noticed. In eight sections (1, 2, 3, 6, 7, 10, 11 and 12) no particular material is being used. In section 4, 8 and 9 some handouts were being used, among which in section 8 the given handout was on important phrases use for giving

direction and the handouts given in section 4 and section 9 was on short story. In section 5 audio tapes on basic sounds of English was used.

The teacher-student and student-student interaction was another point which was being observed during the class observation. In most of the sections' teacher-student interaction and student-student interaction was appreciable and there was a nice balance of teacher and student talk. In eight sections (1, 2, 3, 6, 7, 10, 11 and 12) the teacher was making lots of interaction with the students for warming up the class, for giving instruction and also for giving feedback and also they were making sure that the students are comfortable and interacting among themselves in English. However, four (4, 5, 8 and 9) sections seems a bit less interactive. In section 5 and section 8 the classes mainly seem a bit lecture based where the teacher was mainly giving the lecture and the students were working as listener. In section 4 and section 8 reading were more emphasized over speaking therefore these classes seem less interactive.

Teachers' use of English was also being noticed during the class observation. In most of the sections (eleven sections, sections: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11 and 12) the instructors used the target language fluently and appropriately and their use of English was appropriate to students' needs. Only in one section (section 4) the instructor used Bengali language as well with the target language for giving instruction and feedback.

Teachers' feedback on students' pronunciation errors are also being noticed during the class observation. In most of the sections (3, 4, 5, 7, 8, 9 and 10) the teacher did not give any feedback on students' pronunciation errors. In the remaining sections (1, 2, 6, 11 and 12) the teachers identified the students' pronunciation errors immediately during the class or after the class. Although all the teachers of all sections did not give feedback on students' pronunciation errors but the pronunciation errors of all sections were being noticed and identified. A table is given below in which the students' pronunciation errors from each section have been listed.

Table- 4.1

Student's Pronunciation Errors

Section 1	Versity-bharchity, hall-whole, private-frivate, political-folitical, violence-biolance
Section 2	This-thish, social-chochal, research-resears,
Section 3	Life-lipe, favorite-pavorite, nice-niche, friends-frans
Section 4	No pronunciation error cannot be detected as students were not involved in any speaking task
Section 5	No pronunciation error cannot be detected as students were not involved in any speaking task
Section 6	Problem-froblem, final-phainal, most-mocht, shameful-chameful
Section 7	Valuable-bhaluable, various-bharious, summer-chummer
Section 8	No pronunciation error cannot be detected as students were not involved in any

	speaking task
Section 9	No pronunciation error cannot be detected as only two students present and their speaking skill was good
Section 10	Invited-inbhaited, must-musht
Section 11	Ask-aks, sake-shake, standard-shtandard
Section 12	Presentation-phresentation, costly-coshtly, cow-chow

4.6 Comparison between Teachers' and Students' Response and Class Observation

The teachers' response, the students' response and the class observation findings has been analyzed together to get a more authentic view about teaching pronunciation in ENG 100 course. From both teachers' and students' response it has been found in their perspective pronunciation is a very important aspect for communicating with others. 80 % of the teachers (8 teachers out of 10 they are: 1, 2, 4, 5, 6, 7, 9 and 10) and 100 % of the students understand the importance of pronunciation. Only two instructors (3 & 9) said in their view pronunciation is not very important. However, during class observation no such emphasis on pronunciation has been noticed in majority of the classes (S3, S4, S6, S7, S8, S9 and S10 here S represents Section). Majority of the teachers (8 out of 10 they are: 1, 2, 4, 5, 6, 7, 9 and 10) said they teach pronunciation to their ENG 100 students and majority of the students (students from 10 out of 12 sections, S1, S2, S3, S5, S6, S7, S8, S10, S11 and S12) also agreed with this response. Two instructors (3 & 8) said they do not teach pronunciation and their students (S4 & S9) also agreed with them. Half of the teachers (1, 2, 5, 6 and 7) said they show IPA chart and teach the students

basic sounds of English and few teachers (1, 4, 5 and 10) said they teach the students the difference between bangle and English sounds and difference between short and long vowels. Instructor 4 said he show some audio clips to his students to teach pronunciation and instructor 9 said she use some drilling and reading activities to teach pronunciation. Two instructors (3 & 8) said they do not use any particular activity to teach pronunciation. The students also replied in the same way about the activities used by the teachers to teach pronunciation. The majority of the teachers and students said for teaching pronunciation mainly IPA chart is being used. Almost all the teachers (8 out of 10 instructors they are: 3, 4, 5, 6, 7, 8, 9 and 10) said they do not teach their students the use of dictionary to learn the phonetic transcription of the words. The students of those sections (S4, S5, S6, S7, S8, S9, S10, S11 and S12) also agreed with this statement that their teacher does not teach them the use of dictionary to learn pronunciation. Only two instructors (1 &2) instructors of section 1, 2 and 3 claimed that teach the use of dictionary to learn phonetic transcription to their students and the students of those sections also agreed with their teachers. Majority of the teachers (1,2,4,5, 6, 7, 8, 9 and 10) and students (students of S1, S2, S3, S5, S6, S7, S8, S9, S10, S11 and S12) said that students' pronunciation errors are corrected by the teacher however during the class observation unless two section no such correction procedure is noticed. One instructor (3) the instructor of section 4 said she does not correct students' pronunciation errors, her students also agreed to her statement. Half of the teachers (1, 2, 4, 5 and 6) said that they test their students' pronunciation skill and the other half (3, 7, 8, 9 and 10) said they do not test their students' pronunciation skill. The students also answer in the same way. The students of section 1, 2, 3, 5, 6 and 7 said their pronunciation is being tested and the students of section 4, 8, 9, 10, 11 and 12 said their pronunciation is never being tested. From the teachers' perspective the major difficulties they face to teach

pronunciation are lack of time, lack of language lab, students' reluctance and students' L1 interference. According to the students the major difficulties they face are their nervousness, lack of confidence and difficulty to pronounce unknown, long and same type of words.

The teachers' response is perfectly matches with the students' response but some dissimilarity has been found during the class observation.

4.7 Findings in terms of Research Questions

The first research objective was to find out the difficulties faced by the teachers while teaching English pronunciation. This was partly done by asking the teachers about the problem they face while teaching pronunciation. It was found that teachers face difficulty because of lack of language lab and lack of time to put proper emphasis on pronunciation and also for students' reluctance to learn pronunciation and the mother language influence in students' speaking. The lack of teacher training is another problem identified by the teacher. Most of the teachers (7 out of 10) said they did not get any training on pronunciation.

The second research objective was to find out to what extent English pronunciation is taught at the tertiary level. To find out the answer of this question the teachers were enquired if they teach pronunciation to their ENG 100 students, in response of which the majority of the teachers (8 out of 10) said they teach pronunciation to their students. But few teachers (2 out of 10) said they do not teach pronunciation. From which it has been identified that majority of the teachers

emphasizes on pronunciation but till now all teachers are not emphasizing on pronunciation, to few of them pronunciation is still unimportant. Teachers were also asked do they test their students' pronunciation skill. To verify the extent to which English pronunciation is taught. In response to which half of the teachers (5 out of 10) said they do not test their students' pronunciation skill. From this response it can be understood that teaching pronunciation is severely neglected as without testing the major goal of teaching will not be fulfilled. It can also be said that as pronunciation is not being tested maybe it is not being emphasized properly.

The last objective was to find out the reasons working behind the negligence of teaching pronunciation. Through the interview it has been found that to few teachers, (2 out of 10) teaching pronunciation is not that much important because in their view in Bangladeshi context students do not communicate in English that much therefore it's not necessary for them to learn pronunciation. Teachers' negative view on pronunciation is one of the major reasons behind the negligence of teaching pronunciation. Through the teachers interview it has been found that, most of the teachers did not get any formal training on pronunciation which is another reason behind the negligence of teaching pronunciation. As the teachers are not properly trained for which many teachers may reluctant to teach pronunciation. Through the interview it has been found that they do not get enough time to teach pronunciation as they have to put more emphasis on many other topics. Therefore, lack of time is another reason behind the negligence. According to some teachers they do not have enough language labs to practice pronunciation which may consider as another reason behind this negligence.

4.8 Discussion of the Findings

Tahereen (2015) said that the major challenges faced by the teachers to teach pronunciation are lack of chance to teach pronunciation, interference of native language and less emphasis on oral skills. This study tends to find out the challenges faced by the teachers to teach pronunciation at tertiary level and the findings of this study tends to match with the view of Tahereen (2015). Through this study it has been find out that the main difficulties faced by the teachers while teaching pronunciation are interference of native language, lack of time to teach pronunciation and students' reluctance to learn pronunciation which partially matches with the opinion of Tahereen (2015). Khan (2007) stated that majority of the teachers of Bangladesh do not know what strategies are appropriate to teach pronunciation as a result they face difficulties to teach pronunciation. The finding of this study gives a similar view as majority of the teachers agreed that they did not have any training on pronunciation which is a great drawback for them. According to Moniruzzaman (2008) pronunciation hardly receives sufficient importance at any level in English teaching and learning in Bangladesh. However, a different view has been found through this study, as majority of the teacher claimed that they teach pronunciation to their students. But most of the teachers said they do not test their students' pronunciation skill which also indicate that pronunciation is not properly emphasized as testing fulfill the goal of teaching.

CHAPTER V

CONCLUSION

5.1 Introduction

The study was conducted for the purpose of finding out the factors which are affecting teaching pronunciation at tertiary level. According to many scholars, pronunciation is always being neglected in Bangladesh (Moniruzzaman, 2008; Khan, 2007; Hoque, 2010; Howalader, 2010). Therefore, this study aims to find out the reasons working behind the negligence of teaching pronunciation at tertiary level as tertiary level is a very vital moment for every student's life because after finishing this level they have to start their professional life. It is a case study which is mainly qualitative in nature. All the data for this study were collected through data triangulation.

5.2 Summary of the Findings

The present study collected the data through interviewing 10 out of 31 teachers and 72 out of 360 students from one private university and the further data were collected through class observation. The major findings of the study have been given below.

First of all, it has been found from the teachers and students' response that, though pronunciation is considered important by both teachers and students even though it not being taught by all the teachers. Another finding of this study is though both teachers and students said that pronunciation is being taught by majority of the teachers but it is not being tested by most of

them. All the teachers acknowledge the importance of training on pronunciation though majority of them did not have any training on pronunciation. Another significant finding of this research is, the teachers face problem because of lack of time, lack of training and students' mother tongue interference. It also has been found that teaching pronunciation is not properly emphasized as majority of the teachers teach this skill but avoid testing it. This study identified that the reason behind the negligence of teaching pronunciation is lack of time and lack of training.

5.3 Contribution to Research

In Bangladesh very few researches have been carried out on teaching English pronunciation, especially at the tertiary level. Only one study has been conducted on Challenges of teaching pronunciation at tertiary level by Tahereen (2015). However, the study done by Tahereen (2015) is not very detailed and also this study tends to fail to provide a direct view of the challenges faced by the teachers while teaching pronunciation. In this respect the present will be more beneficial as it is more detailed and will directly identify the factors affecting teaching pronunciation at tertiary level. It is hoped that this present study will be beneficial for teachers, students and the research community.

5.4 Practical Implication

Pronunciation is considered as an integrated and key element of language learning, as it influences learners' communicative competence and performance (Howlader, 2010). In this era

of globalization a good command on spoken English is extremely needed which highly depends on pronunciation. Since this study focuses on the teaching pronunciation at tertiary level it will be helpful for teachers, students, researchers and material developers to give a wide view to the teaching of pronunciation at tertiary level. This study mainly focuses on the private universities of Bangladesh; therefore, it will be helpful for the private universities' authorities and teachers to overcome the lacking which they have regarding teaching pronunciation. The finding of this study shows the factors which are affecting teaching pronunciation in private university. Findings suggest that all the teachers who are teaching English pronunciation are not from ELT background, therefore sometimes unable to teach standard pronunciation according to IPA chart. It has also been found that not all teachers give proper emphasis on teaching pronunciation. Findings also suggest that the teachers do not follow any uniform syllabus to teach pronunciation rather the teacher emphasis on pronunciation to what extent they want. It is expected the findings of this study will make the people aware about the factors which are affecting teaching English pronunciation at tertiary level and will help them to give proper emphasis on teaching pronunciation.

5.5 Recommendations

From the findings of this study, it is found that all the teachers do not put proper emphasis on teaching pronunciation. Few teachers completely ignore teaching pronunciation. Thus a unified course outline can be designed for all the teachers by following which everyone must have to give proper emphasis on teaching pronunciation. From the findings it also has been found in most of the cases pronunciation is taught but not being tested. Therefore the university authority

can make it mandatory to test students' pronunciation skill. According to the teachers they could not put proper emphasis on pronunciation because of lack of time as they have to focus on many other topics as there is no particular course on pronunciation. A course for teaching pronunciation (Phonetics and Phonology) is taught only to the English department students. Hence a course on pronunciation can be designed for students of all departments. Teachers training on pronunciation should be arranged as most of the teachers stated they did not get any training on pronunciation, in their view which is very important. University can organize workshops and seminars to provide training to teachers on teaching pronunciation.

5.6 Further Studies

As this is a case study therefore the data collection of this present study is done from only one private university where 10 out of 31 teachers and 72 out of 360 students participated. Further studies can be done in this area by including both public and private universities. As this is a case study only one university has been focused, further studies can be done by focusing on more than one university. This study only focuses on private university, further studies can be done by focusing on public university or both public and private university or by comparing between public and private university. This study only concentrates on Dhaka division; further research can be done by focusing on other universities from other divisions of Bangladesh or by comparing between university of Dhaka division and university of other division. In this study the data were collected through instruments like interview and class observation; other instruments can also be used to do further studies. This study only focusing on the teaching aspect, future research can be done by focusing on both teaching and learning. This present study

only focuses on tertiary level; further studies can be conducted by focusing on primary or secondary level.

5.7 Conclusion

To summarize it can be said that the current practicum of teaching pronunciation in classroom of tertiary level is not adequate and efficient. From this study, the complexities that the teachers face in the classroom come to the surface thus revealing the shortcoming of these individual as well as the system. Despite the presence of numerous difficulties in the strive to teach pronunciation ample efforts are being given but more so is required to achieve a satisfactory result. The negative outlook towards pronunciation must be dissolved and given a constructive light to bring a revolutionary change. Pronunciation must be perceived as more than the correct production of individual sound or isolated words. Instead, it must be regarded as a fundamental skill of communication and thus needs to be incorporated into everyday classroom activities. In term of teaching pronunciation, the teachers have to act as a 'speech coach', rather than a mere checker of pronunciation. Proper training on teaching pronunciation, sufficient emphasis on teaching pronunciation and students' awareness about improving their pronunciation are the factors, which should be looked upon to diminish the challenges faced by the teachers in teaching pronunciation at tertiary level.

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Appendix-A

Teachers' Interview Questions

1. What are the objectives of Eng_100?
2. In order to fulfill your objective what do you generally teach in Eng_100?
3. Do you think pronunciation is an important aspect of teaching English?
4. In your opinion, why do you think it's not important?
5. Do you teach English pronunciation to your students for Eng_100?
6. How do you teach English pronunciation in your class?
7. What are the activities you use to teach English pronunciation?
8. Do you think dictionaries are important in teaching pronunciation?
9. Do you teach your students how to use dictionary to learn phonetic transcription of the words? How?
10. Do you test your students' pronunciation skill? How do you test your students' pronunciation skill?
11. What kind of materials do you use to teach pronunciation?
12. Do you find any difficulties in teaching pronunciation to Eng_100 students?
13. What are the difficulties you face in teaching English pronunciation?
14. Do you think training is important to teach English pronunciation? Do you get any training to teach pronunciation?
15. Do you think any measures can be taken so that teachers can appropriately teach English pronunciation?

Appendix-B

Students' Interview Questions

1. What do you think are the important features of spoken English?
2. Do you think English pronunciation is important for you? Why?
3. Does your teacher teach you pronunciation?
4. What are the activities your teacher uses to teach pronunciation? State them.
5. Does your teacher correct your pronunciation error?
6. How does he/she correct your pronunciation error?
7. Does your teacher teach you how to use dictionary to learn pronunciation?
8. Does your teacher test your pronunciation skill? How?
9. What materials does your teacher use for teaching pronunciation?
10. Do you face any difficulties to learn pronunciation?
11. What kind of difficulties do you face?
12. Do you enjoy your teacher's teaching English pronunciation? Why?

Appendix-C

Classroom Observation Checklist

Section: _____ No. of Ss: _____ Date: _____

Class objective
Lesson name
Materials & Equipments

Teacher-student & student-student interaction

Teachers' use of English

Students' pronunciation errors

Teachers' feedback on students' pronunciation errors

Appendix-D

Students interview table

Focused group interview 1: Section 1

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Grammar & vocabulary	Vocabulary	Grammar and vocabulary	Fluency and accuracy	Fluency	accuracy
2. Do you think English pronunciation is important for you? Why?	Yes. For job purpose & higher studies it is important	Yes. For job purpose it is important	Yes. For job purpose it is important	Yes. For job purpose i& higher studies t is important	Yes. For job purpose it is important	Yes. For job purpose& higher studies it is important
3. Does your teacher teach you pronunciation?	yes	Yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Show IPA chart Use dictionary to teach phonetic transcription Show the difference between short & long vowel and bangle & English sounds	Show IPA chart Use dictionary to teach phonetic transcription Show the difference between short & long vowel and bangle & English sounds	Show IPA chart Use dictionary to teach phonetic transcription Show the difference between short & long vowel and bangle & English sounds	Show IPA chart Use dictionary to teach phonetic transcription Show the difference between short & long vowel and bangle & English sounds	Show IPA chart Use dictionary to teach phonetic transcription Show the difference between short & long vowel and bangle & English sounds	Show IPA chart Use dictionary to teach phonetic transcription Show the difference between short & long vowel and bangle & English sounds
5. Does your teacher correct your pronunciation error?	yes	Yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	yes	Yes	Yes	Yes	Yes	yes
8. Does your teacher test your pronunciation skill?	yes	Yes	Yes	Yes	Yes	yes
9. What materials does your teacher use for teaching pronunciation?	IPA chart, dictionary &	IPA chart dictionary &	IPA chart dictionary &	IPA chart dictionary & handouts	IPA chart dictionary &	IPA chart dictionary &

	handouts	handouts	handouts		handouts	handouts
10. Do you face any difficulties to learn pronunciation?	no	Yes	No	No	Yes	yes
11. What kind of difficulties do you face?	Not applicable	Lack of confidence	Not applicable	Not applicable	Lack of confidence	Difficult to pronounce unknown words
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly

Focused group interview 2: Section 2

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Grammar , vocabulary pronunciation	Grammar & vocabulary	Grammar and vocabulary	pronunciation	Grammar, vocabulary & pronunciation	Grammar & vocabulary
2. Do you think English pronunciation is important for you? Why?	Yes. For proper communication	Yes. To be confident	Yes. For proper communication	Yes. For communicating with others	Yes. For proper communication	Yes. To be confident
3. Does your teacher teach you pronunciation?	yes	yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Through showing the pronunciation of difficult and confusing words & by showing IPA chart	Through showing the pronunciation of difficult and confusing words & by showing IPA chart	Through showing the pronunciation of difficult and confusing words & by showing IPA chart	Through showing the pronunciation of difficult and confusing words & by showing IPA chart	Through showing the pronunciation of difficult and confusing words & by showing IPA chart	Through showing the pronunciation of difficult and confusing words & by showing IPA chart
5. Does your teacher correct your pronunciation error?	yes	yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After class he identifies the errors and teaches the right pronunciation	After class he identifies the errors and teaches the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation

7. Does your teacher teach you how to use dictionary to learn pronunciation?	yes	yes	Yes	Yes	Yes	Yes
8. Does your teacher test your pronunciation skill?	yes	yes	Yes	Yes	Yes	yes
9. What materials does your teacher use for teaching pronunciation?	Dictionary, IPA chart & handouts	Dictionary, IPA chart & handouts	Dictionary, IPA chart & handouts	Dictionary, IPA chart & handouts	Dictionary, IPA chart & handouts	Dictionary, IPA chart & handouts
10. Do you face any difficulties to learn pronunciation?	yes	yes	Yes	No	Yes	no
11. What kind of difficulties do you face?	Difficulty to pronounce unknown words	Lack of confidence	Difficulty to pronounce unknown words	Not applicable	Lack of confidence	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly

Focused group interview 3: Section 3

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Fluency and accuracy	Grammar	Fluency	Accuracy	Fluency	grammar
2. Do you think English pronunciation is important for you? Why?	Yes. To communicate with others	Yes. For job purpose	Yes. For communication	Yes. For communicating with others	Yes. For communication	Yes. For getting good job
3. Does your teacher teach you pronunciation?	yes	Yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart

5. Does your teacher correct your pronunciation error?	yes	Yes	Yes	Yes	Yes	Yes
6. How does he/she correct your pronunciation error?	In the class he immediately identifies the errors and teaches us the right pronunciation	In the class he immediately identifies the errors and teaches us the right pronunciation	In the class he immediately identifies the errors and teaches us the right pronunciation	In the class he immediately identifies the errors and teaches us the right pronunciation	In the class he immediately identifies the errors and teaches us the right pronunciation	In the class he immediately identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	yes	Yes	Yes	Yes	Yes	yes
8. Does your teacher test your pronunciation skill?	yes	Yes	Yes	Yes	Yes	yes
9. What materials does your teacher use for teaching pronunciation?	IPA chart, dictionary & handouts	IPA chart, dictionary & handouts	IPA chart, dictionary & handouts	IPA chart, dictionary & handouts	IPA chart, dictionary & handouts	IPA chart, dictionary & handouts
10. Do you face any difficulties to learn pronunciation?	no	No	No	No	No	no
11. What kind of difficulties do you face?	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly

Focused group interview 4: Section 4

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	grammar	vocabulary	Grammar and vocabulary	Grammar and vocabulary	Grammar	Grammar and vocabulary
2. Do you think English pronunciation is important for you? Why?	Yes. To communicate with natives	Yes. To communicate with natives	Yes. To communicate with natives	Yes. To communicate with natives	Yes. To communicate with natives	Yes. To communicate with natives

3. Does your teacher teach you pronunciation?	no	no	No	No	No	no
4. What are the activities your teacher uses to teach pronunciation? State them.	No such activities are done yet	No such activities are done yet	No such activities are done yet	No such activities are done yet	No such activities are done yet	No such activities are done yet
5. Does your teacher correct your pronunciation error?	no	no	No	No	No	no
6. How does he/she correct your pronunciation error?	She does not corrects pronunciation errors	She does not corrects pronunciation errors	She does not corrects pronunciation errors	She does not corrects pronunciation errors	She does not corrects pronunciation errors	She does not corrects pronunciation errors
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	no	No	No	No	no
8. Does your teacher test your pronunciation skill?	no	no	No	No	No	no
9. What materials does your teacher use for teaching pronunciation?	No such materials are used	No such materials are used	No such materials are used	No such materials are used	No such materials are used	No such materials are used
10. Do you face any difficulties to learn pronunciation?	no	no	No	No	No	no
11. What kind of difficulties do you face?	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly

Focused group interview 5: Section 5

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Grammar & vocabulary	Vocabulary and grammar	Fluency and accuracy	Accuracy	Fluency and accuracy	grammar
2. Do you think English pronunciation is important for you? Why?	Yes. For communicating with natives	Yes. For communicating with natives	Yes. For understanding natives	Yes. For communicating with natives	Yes. For communicating with natives	Yes. For communicating with natives

3. Does your teacher teach you pronunciation?	yes	yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Through showing some videos on pronunciation & by showing the difference between bangle and English sounds	Through showing some videos on pronunciation & by showing the difference between bangle and English sounds	Through showing some videos on pronunciation & by showing the difference between bangle and English sounds	Through showing some videos on pronunciation & by showing the difference between bangle and English sounds	Through showing some videos on pronunciation & by showing the difference between bangle and English sounds	Through showing some videos on pronunciation & by showing the difference between bangle and English sounds
5. Does your teacher correct your pronunciation error?	yes	yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	no	No	No	No	no
8. Does your teacher test your pronunciation skill?	yes	yes	Yes	Yes	Yes	yes
9. What materials does your teacher use for teaching pronunciation?	Audio clips are used	Audio clips are used	Audio clips are used	Audio clips are used	Audio clips are used	Audio clips are used
10. Do you face any difficulties to learn pronunciation?	No	no	No	No	No	no
11. What kind of difficulties do you face?	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly

Focused group interview 6: Section 6

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Grammar, vocabulary & pronunciation	Pronunciation & vocabulary	Grammar & vocabulary	Grammar & vocabulary	Grammar & vocabulary	Grammar & pronunciation
2. Do you think English pronunciation is important for you? Why?	Yes. For getting good job	Yes. For job purpose	Yes. For being confident	Yes. For being confident	Yes. For job purpose	Yes. For being confident
3. Does your teacher teach you pronunciation?	yes	yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	By showing the IPA chart and showing the difference between short & long vowels and bangle & English sounds	Through showing the IPA chart and showing the difference between short & long vowels and bangle & English sounds	Through showing the IPA chart and showing the difference between short & long vowels and bangle & English sounds	Through showing the IPA chart and showing the difference between short & long vowels and bangle & English sounds	Through showing the IPA chart and showing the difference between short & long vowels and bangle & English sounds	Through showing the IPA chart and showing the difference between short & long vowels and bangle & English sounds
5. Does your teacher correct your pronunciation error?	yes	yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	no	No	No	No	no
8. Does your teacher test your pronunciation skill?	yes	yes	Yes	Yes	Yes	yes
9. What materials does your teacher use for teaching pronunciation?	IPA chart and other handouts	IPA chart and other handouts	IPA chart and other handouts	IPA chart and other handouts	IPA chart and other handouts	IPA chart and other handouts
10. Do you face any difficulties to learn pronunciation?	yes	no	No	Yes	No	yes

11. What kind of difficulties do you face?	Difficulty to pronounce same & long type of words	Not applicable	Not applicable	Difficulty to pronounce long words	Not applicable	Difficult to pronounce same and long words
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly

Focused group interview 7: Section 7

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Grammar & vocabulary	Vocabulary	Grammar and vocabulary	Grammar	Grammar & vocabulary	vocabulary
2. Do you think English pronunciation is important for you? Why?	Yes. It's important to be confident	Yes. For proper communication	Yes. Mispronunciation can create misunderstanding	Yes. Mispronunciation can create misunderstanding	Yes. It's important to be confident	Yes. For proper communication
3. Does your teacher teach you pronunciation?	yes	yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Show IPA chart	Show IPA chart	Show IPA chart	Show IPA chart	Show IPA chart	Show IPA chart
5. Does your teacher correct your pronunciation error?	yes	yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	no	No	No	No	no
8. Does your teacher test your pronunciation skill?	yes	yes	Yes	Yes	Yes	yes

9. What materials does your teacher use for teaching pronunciation?	IPA chart	IPA chart	IPA chart	IPA chart	IPA chart	IPA chart
10. Do you face any difficulties to learn pronunciation?	no	yes	No	Yes	Yes	yes
11. What kind of difficulties do you face?	Not applicable	Nervousness	Not applicable	Nervousness	Nervousness	Difficult to pronounce unknown words
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly

Focused group interview 8: Section 8

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Fluency & accuracy	grammar	Grammar and vocabulary	Accuracy	Fluency	Fluency & accuracy
2. Do you think English pronunciation is important for you? Why?	Yes. To communicate with others	Yes. To communicate with others	Yes. For getting good job	Yes. For proper communication	Yes. For proper communication	Yes. For getting good job
3. Does your teacher teach you pronunciation?	yes	yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart	Through showing IPA chart
5. Does your teacher correct your pronunciation error?	yes	yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	In the class she immediately identifies the errors and teaches us the right pronunciation	In the class she immediately identifies the errors and teaches us the right pronunciation	In the class she immediately identifies the errors and teaches us the right pronunciation	In the class she immediately identifies the errors and teaches us the right pronunciation	In the class she immediately identifies the errors and teaches us the right pronunciation	In the class she immediately identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	no	No	No	No	no

8. Does your teacher test your pronunciation skill?	No	No	No	No	No	No
9. What materials does your teacher use for teaching pronunciation?	IPA chart	IPA chart	IPA chart	IPA chart	IPA chart	IPA chart
10. Do you face any difficulties to learn pronunciation?	no	no	No	No	No	no
11. What kind of difficulties do you face?	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly	Yes She is very friendly

Focused group interview 9: Section 9

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Fluency and accuracy	Fluency and accuracy	Fluency and accuracy	Fluency and accuracy	Fluency	fluency
2. Do you think English pronunciation is important for you? Why?	Yes. For being confident	Yes. For being confident	Yes. For getting good job	Yes. For being confident	Yes. For getting good job	Yes. For job purpose
3. Does your teacher teach you pronunciation?	no	no	No	No	No	no
4. What are the activities your teacher uses to teach pronunciation? State them.	No such activities are done yet	No such activities are done yet	No such activities are done yet	No such activities are done yet	No such activities are done yet	No such activities are done yet
5. Does your teacher correct your pronunciation error?	sometimes	sometimes	Sometimes	sometimes	Sometimes	sometimes
6. How does he/she correct your pronunciation error?	In the class she identifies the errors and teaches us the right pronunciation	In the class she identifies the errors and teaches us the right pronunciation	In the class she identifies the errors and teaches us the right pronunciation	In the class she identifies the errors and teaches us the right pronunciation	In the class she identifies the errors and teaches us the right pronunciation	In the class she identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary	no	no	No	no	no	no

to learn pronunciation?						
8. Does your teacher test your pronunciation skill?	no	no	No	No	No	no
9. What materials does your teacher use for teaching pronunciation?	No such materials are used	No such materials are used	No such materials are used	No such materials are used	No such materials are used	No such materials are used
10. Do you face any difficulties to learn pronunciation?	yes	no	Yes	No	Yes	Yes
11. What kind of difficulties do you face?	nervousness	Not applicable	Difficult to pronounce same & long type of words	Not applicable	Nervousness	nervousness
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly

Focused group interview 10: Section 10

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	grammar	Grammar and vocabulary	Grammar and vocabulary	grammar	Grammar	Grammar and vocabulary
2. Do you think English pronunciation is important for you? Why?	Yes. It's important for higher studies & job purpose	Yes. It's important for job purpose	Yes. It's important for higher studies & job purpose	Yes. It's important job purpose	Yes. It's important for higher studies & job purpose	Yes. It's important for higher studies & job purpose
3. Does your teacher teach you pronunciation?	yes	Yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Give some drilling and reading	Give some drilling and reading	Give some drilling and reading	Give some drilling and reading	Give some drilling and reading	Give some drilling and reading
5. Does your teacher correct your pronunciation error?	yes	Yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation	After the class she identifies the errors and teaches us the right pronunciation

		pronunciation				
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	No	No	No	No	no
8. Does your teacher test your pronunciation skill?	No	No	No	No	No	No
9. What materials does your teacher use for teaching pronunciation?	Books: Better English Pronunciation & Ship or Sheep	Books: Better English Pronunciation & Ship or Sheep	Books: Better English Pronunciation & Ship or Sheep	Books: Better English Pronunciation & Ship or Sheep	Books: Better English Pronunciation & Ship or Sheep	Books: Better English Pronunciation & Ship or Sheep
10. Do you face any difficulties to learn pronunciation?	no	Yes	Yes	No	Yes	yes
11. What kind of difficulties do you face?	Not applicable	Lack of confidence	Difficulty to pronounce unknown words	Not applicable	Lack of confidence	Difficult to pronounce unknown words
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly	Yes she is very friendly

Focused group interview 11: Section 11

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	fluency	Accuracy	Fluency & accuracy	Fluency & accuracy	Fluency	accuracy
2. Do you think English pronunciation is important for you? Why?	Yes. For communicating with others	Yes. For fluent speaking	Yes. For fluency	Yes. For proper communication	Yes. For communicating with others	Yes. For proper communication
3. Does your teacher teach you pronunciation?	yes	Yes	Yes	Yes	Yes	Yes
4. What are the activities your teacher uses to teach pronunciation? State them.	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel

5. Does your teacher correct your pronunciation error?	yes	Yes	Yes	Yes	Yes	yes
6. How does he/she correct your pronunciation error?	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	no	No	No	No	No	no
8. Does your teacher test your pronunciation skill?	no	No	No	No	No	no
9. What materials does your teacher use for teaching pronunciation?	No material is being used	No material is being used	No material is being used	No material is being used	No material is being used	No material is being used
10. Do you face any difficulties to learn pronunciation?	no	Yes	No	No	Yes	No
11. What kind of difficulties do you face?	Not applicable	Lack of confidence	Not applicable	Not applicable	Lack of confidence	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly	Yes He is very friendly

Focused group interview 12: Section 12

Questions	S1	S2	S3	S4	S5	S6
1. What are the important features of spoken English?	Fluency and accuracy	grammar	Fluency	Accuracy	Fluency & accuracy	grammar
2. Do you think English pronunciation is important for you? Why?	Yes. To communicate with natives	Yes. To communicate with natives	Yes. For communicating with natives	Yes. For communicating with natives	Yes. For communicating with natives	Yes. To communicate with natives
3. Does your teacher teach you pronunciation?	yes	yes	Yes	Yes	Yes	Yes

4. What are the activities your teacher uses to teach pronunciation? State them.	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel	Teach through minimal pairs and by showing the difference of short & long vowel
5. Does your teacher correct your pronunciation error?	yes	yes	Yes	Yes	Yes	Yes
6. How does he/she correct your pronunciation error?	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation	After the class he identifies the errors and teaches us the right pronunciation
7. Does your teacher teach you how to use dictionary to learn pronunciation?	yes	yes	Yes	Yes	Yes	Yes
8. Does your teacher test your pronunciation skill?	No	No	No	No	No	No
9. What materials does your teacher use for teaching pronunciation?	No material is being used	No material is being used	No material is being used	No material is being used	No material is being used	No material is being used
10. Do you face any difficulties to learn pronunciation?	no	no	No	No	No	No
11. What kind of difficulties do you face?	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
12. Do you enjoy your teacher's teaching English pronunciation? Why?	Yes he is very friendly	Yes he is very friendly	Yes he is very friendly	Yes he is very friendly	Yes he is very friendly	Yes he is very friendly

Appendix-E

Accumulated Table of Students' Interview

Questions	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12
1. What are the important features of spoken English?	Half of the students (3) emphasizes on grammar & vocabulary other students (3) influence on fluency, accuracy	All the students emphasizes on grammar, vocabulary & pronunciation	Most of the students (4) focuses on fluency & accuracy & 2 students focuses on grammar	All the students emphasizes on grammar & vocabulary	Half of the students focuses on vocabulary & grammar, other half focuses on fluency & accuracy	All the students emphasizes on grammar, vocabulary & pronunciation	All the students emphasizes on grammar & vocabulary	Most of the students (4) focuses on fluency & accuracy & 2 students focuses on grammar	All the students emphasizes on fluency & accuracy	All the students emphasizes on grammar & vocabulary	All the students emphasizes on fluency & accuracy	Most of the students (4) focuses on fluency & accuracy & 2 students focuses on grammar
2. Do you think English pronunciation is important for you? Why?	All the students said pronunciation is very important because according to all of them it's important for job purpose & higher studies	All the students said pronunciation is very important because according to most of them (4) it's important for proper communication & according to 2 students it's important to be confident.	All the students said pronunciation is very important because according to most of them (4) it's important for proper communication & according to 2 students	All the students said pronunciation is very important because according to all of them it's important for communicating with natives	All the students said pronunciation is very important because according to all of them it's important for communicating with natives	All the students said pronunciation is very important because according to half of them it's important for being confident & according	All the students said pronunciation is very important because according to most of them (4) it's important for proper communication	All the students said pronunciation is very important because according to most of them (4) it's important for proper communication	All the students said pronunciation is very important because according to half of them it's important for being confident & according	All the students said pronunciation is very important because according to all of them it's important for higher studies & job purpose	All the students said pronunciation is very important because according to most of them (4) it's important for proper communication	All the students said pronunciation is very important because according to all of them it's important for communicating with natives

			it's important for job purpose			g to other half its important for job purpose	& other students said it's important to be confident	& according to 2 students it's important for job purpose	g to other half its important for job purpose		& according to 2 students said it's important for fluency	
3. Does your teacher teach you pronunciation ?	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher does not teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher does not teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation	All the students said their teacher teach pronunciation
4. What are the activities your teacher uses to teach pronunciation ? State them.	All the students said their teacher taught pronunciation through showing IPA chart & showing the differences between short & long vowels and bangle & English sounds	All the students said their teacher taught pronunciation through showing the pronunciation of difficult and confusing words & by showing IPA chart	All the students said their teacher taught pronunciation through showing IPA chart	All the students said no particular activities being used to teach pronunciation	All the students said their teacher taught pronunciation through showing some videos on pronunciation & by showing the difference between bangle and English	All the students said their teacher taught pronunciation through showing IPA chart & showing the differences between short & long vowels and bangle & English	All the students said their teacher taught pronunciation through showing IPA chart	All the students said their teacher taught pronunciation through showing IPA chart	All the students said no particular activities being used to teach pronunciation	All the students said their teacher taught pronunciation through drilling & reading activities	All the students said their teacher taught pronunciation through minimal pairs & by showing the differences between short & long vowels	All the students said their teacher taught pronunciation through minimal pairs & by showing the differences between short & long vowels

					sounds	sounds						
5. Does your teacher correct your pronunciation error?	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher does not correct their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error	All the students said that their teacher corrects their pronunciation error
6. How does he/she correct your pronunciation error?	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that their teacher immediately identifies their pronunciation errors & correct them	not applicable	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that after the class their teacher immediately identifies their pronunciation errors & correct them	All students said that after the class their teacher immediately identifies their pronunciation errors & correct them	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that after the class their teacher identifies their pronunciation errors & correct them	All students said that after the class their teacher identifies their pronunciation errors & correct them
7. Does your teacher teach you how to use dictionary to learn pronunciation?	All students said that their teacher teaches them to use dictionary to learn the phonetic transcriptions of	All students said that their teacher teaches them to use dictionary to learn the phonetic transcriptions	All students said that their teacher teaches them to use	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to	All students said that their teacher does not teach them to

	the words	of the words	dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word	use dictionary to learn the phonetic transcriptions of the word
8. Does your teacher test your pronunciation skill?	All the students stated that their pronunciation skill is tested	All the students stated that their pronunciation skill is tested	All the students stated that their pronunciation is being tested	All the students stated that their pronunciation is not being tested	All the students stated that their pronunciation is being tested	All the students stated that their pronunciation is being tested	All the students stated that their pronunciation is being tested	All the students stated that their pronunciation is not being tested	All the students stated that their pronunciation is not being tested	All the students stated that their pronunciation is not being tested	All the students stated that their pronunciation is not being tested	All the students stated that their pronunciation is not being tested
9. What materials does your teacher use for teaching pronunciation ?	All the students stated that their teacher uses IPA chart, dictionary & few handouts to teach pronunciation	All the students stated that their teacher uses IPA chart, dictionary & few handouts to teach pronunciation	All the students stated that their teacher uses IPA chart, dictionary & handouts	All the students said that no material is being used	All the students said that their teacher uses audio clips on pronunciation	All the students stated that their teacher uses IPA chart & few handouts	All the students stated that their teacher uses IPA chart to teach pronunciation	All the students stated that their teacher uses IPA chart to teach pronunciation	All the students said that no material is being used	All the students stated that their teacher uses Books: Better English Pronunciation & Ship or Sheep to teach pronunciation	All the students said that no material is being used	All the students said that no material is being used
10. Do you face any difficulties to learn pronunciation	3 students said they don't face any difficulties to learn pronunciation other 3 said they	2 students said they don't face any difficulties to learn pronunciation other 4 said	All the students said that they do not face any	All the students said that they do not face any	All the students said that they do not face any	3 students said they don't face any	2 students said they don't face any	All the students said that they do not face any	2 students said they don't face any	2 students said they don't face any	4 students said they don't face any	All the students said that they do not face any

	face some difficulties to learn pronunciation	they face some difficulties to learn pronunciation	difficulties to learn pronunciation	difficulties to learn pronunciation	difficulties to learn pronunciation	difficulties to learn pronunciation other 3 said they face some difficulties to learn pronunciation	difficulties to learn pronunciation other 4 said they face some difficulties to learn pronunciation	difficulties to learn pronunciation	difficulties to learn pronunciation other 4 said they face some difficulties to learn pronunciation	difficulties to learn pronunciation other 4 said they face some difficulties to learn pronunciation	difficulties to learn pronunciation other 2 said they face some difficulties to learn pronunciation	difficulties to learn pronunciation
11. What kind of difficulties do you face?	2 students said they face difficulty to learn pronunciation because of their lack of confidence & other one said he face difficulty to pronounce unknown words	2 students' said they face difficulty because of their lack of confidence and other 2 students face difficulty to pronounce unknown words	not applicable	Not applicable	Not applicable	3 students said they face problem to pronounce same & long types of words	3 students said they face problem to pronounce because of their nervousness & one said she faces difficulty to pronounce unknown words	not applicable	3 students said they face problem to pronounce because of their nervousness & one said she faces difficulty to pronounce same & long type of words	2 students' said they face difficulty because of their confidence and other 2 students face difficulty to pronounce unknown word	2 students' said they face difficulty because of their confidence	Not applicable

12. Do you enjoy your teacher's teaching English pronunciation ? Why?	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them	All the students stated that they enjoy their teacher's teaching as the teacher is very friendly with them
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Biography

Samira Osmany has successfully completed her BA (Hons.) in English from East West University, Bangladesh. She is also pursuing her Masters degree in English Language Teaching (ELT) in East West University. She has teaching experience of nearly 3 years in different reputed English medium schools including Sir John Wilson, Mastermind and International Turkish Hope School. Her professional interests include phonetics and phonology, language policy and planning and teacher education and development. She has presented a paper in an international conference. One of her article has been published in the conference proceeding of International Conference on Teaching and Learning. She also attended many seminars, workshops and few teacher training sessions. She appries to be an English teacher researcher of good repute.